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Abstract

These two volumes comprise Books III and IV in the Curriculum Improvement Program in English Language Skills for Schools of the Trust Territory of the Pacific Islands materials. See related documents AL 002 134 for a description of the Program, AL 002 135 for Books I-II, AL 002 141 for picture books for the first two volumes, and AL 002 142 for picture books to accompany these two volumes. (AMM)

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ENGLISH

BOOK III

AL 002 136

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ENGLISH

Book III

The curriculum materials herein were developed pursuant to a grant with the Office of Education. U.S. Department of Health, Education, and Welfare. Researchers undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view do not necessarily represent official Office of Education position.

University of Hawaii
Honolulu, Hawaii
June, 1969

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INTRODUCTION

The emphasis in the following units is twofold: listening comprehension and oral production. At the beginning of each unit, there is a narrative. The teacher tells the narrative to the children, using the accompanying pictures, gestures, expressions - anything that will help the children to understand.

After the students have heard the story in English, comprehension questions are asked in Ponapean to ascertain that the narrative has been understood. If the students have not understood the story, it should be summarized (not translated) into Ponapean for them. (This will probably have to be done with the first few narratives.)

Do not expect complete comprehension at the first presentation of the narrative. The story will be repeated in English everyday of the unit.

Most of the structures in the narrative are presented for comprehension and not for production. Structures for production will be extracted from the narrative and presented usually in the form of a dialog.

Aim of Lesson: At the beginning of each lesson there is a statement of the aims for the lesson. Be sure you read this before you teach the lesson.

Visual Aids Needed: All the visual aids - pictures, objects, etc. are listed. Look this part over so you will know what aids you will need. Most of the pictures are provided for you. Color the pictures and mount them on hard paper for easier handling. Real objects you are expected to prepare. Do not hesitate to make your own aids that you think might be helpful.

Procedure: The procedure tells you step by step how to proceed with the lesson. Follow the steps carefully. You may insert songs and relaxation activities in between steps when children seem restless.

Dialog:

Dialog should be taught as follows:

1. The teacher models the dialog. Students listen.
2. Teacher repeats the dialog. Children repeat.
3. Divide class into two parts. One-half takes one role; other half takes the other role. (Teacher can prompt both halves.)
4. Assign parts to rows of students.
5. Assign parts to individuals.
   (It is not asked that all students must have a chance to participate individually daily. Rotate so that everyone has a turn as least once every two days.)

Songs: The songs are a part of the lesson. They have been chosen either to reinforce a pattern or to practice certain sounds. The songs provide a useful break for the students. All of the songs have been recorded on tape. Use the tape to teach the song if you cannot sing well.

Physical Education Activities: These activities are provided for two reasons:

1. To give opportunity for little children to move around in an orderly way to counteract the restlessness resulting from sitting too long.
2. To provide language practice in listening to and obeying commands. The teacher should first demonstrate the activity while the students watch. The second time the children try to follow the motions. When the children know the activity well, a student may be called on to act as leader.

Drills: The drills are provided to give practice in using the structures. In doing drills with the class, work for entire group response at first then smaller groups until you get down to individual responses.

Achievement Tests of Units: An achievement test (or tests) follows each unit of this book. The test is to be used by the teacher to evaluate what proportion of the class has mastered certain structures taught in that unit. However, not necessarily all the structures presented in the unit are tested.

The format of the tests is as follows:

1) Indication of the structure(s) to be tested.

2) List of items needed to give the test, such as certain visual-aids.

3) Instructions as to how to give the test, usually including examples for the teacher and/or the students.

4) Instructions as to how to score the test.

Each test should be looked over by the teacher several days before it is given so as to insure easy presentation. Also, it will allow ample time to make or gather the needed visual-aids.

After the test is completed, the teacher will want to find what proportion of his class seemingly has mastered the tested structures. This is called finding the class-percentage-right. Here is how to compute class-percentage-right:

DIVIDE THE NUMBER OF TOTAL POSSIBLE CORRECT ANSWERS INTO THE NUMBER OF ACTUAL CORRECT ANSWERS.

For example:

1) If each child can receive 1 point for answering correctly, and if you ask 20 children, then there are 20 possible correct responses.

2) If the scores of those 20 children were as follows, it can be seen that there were 10 actual correct responses:
1,0,1,0,0,0,1,1,0,0,1,1,1,0,1,0,1,0,1,0

3) If the total number of possible correct answers is divided into the number of actual correct answers, it is:

$$\frac{10 \text{ (actual)}}{20 \text{ (possible)}} = .50 \text{ or } 50\%$$

4) Therefore, 50% or half the class has mastered the structure.

SOMETIMES a test will allow more than 1 point per child, such as in the more advanced written tests. In this case, there are many more possible correct responses than on the individual oral tests.

How to compute class-percentage-right on tests that give more than 1 point per student:

MULTIPLY THE TOTAL NUMBER OF POSSIBLE CORRECT ANSWERS OF THE TEST BY THE NUMBER OF STUDENTS TAKING THE TEST: DIVIDE THAT NUMBER INTO THE TOTAL COUNT OF ACTUAL CORRECT ANSWERS OF ALL THE STUDENTS.

For example:

1) If the test has 10 sentences of one blank each to be filled in, then each student can receive a possible 10 points.

2) If there are 20 children in the class, by multiplying 20 times 10 (i.e., number of students times number of possible answers), the result is 200.

Therefore, the number of possible correct answers for the entire class is 200.

3) Here are the scores (actual correct answers) of the 20 children:

5 8 5 5 9 10 10 4 0 0
3 5 7 8 9 1 7 3 3 8

Adding these scores together, the total count of actual correct answers is 110.

4) Looking at the original formula,
multiply the total number of possible correct answers by the number of students taking the test (20); divide that number (200) into the total count of actual correct answers (110) of all the students.

$$\frac{110}{200} = .55 \text{ or } 55\%$$

5) Therefore, 55% or a little over half the class has mastered the structure. However, this statistic may disguise the fact certain parts of the test had been mastered and other parts had not. It would be wise to review the test papers to see if the errors were on the part of certain children or on certain test items.

Almost all the aural-oral tests require a randomized list of the students of the class being tested. This can be accomplished by drawing their names out of a box before class. This will insure impartial selection of students as they are called upon to answer orally.

In the beginning books especially, the tests have been written to be presented aurally and responded to orally; obviously, this is because young beginning English students cannot read or write. However, as the books progress, more and more of the tests are written so as to be presented in written form or aurally, and to be answered on paper. These latter tests, being written rather than oral, therefore, enable more questions to be asked of more pupils. This should be taken into account when computing class-percentage-right, (as previously explained).

It is understood that not all of the students will have mastered the structures taught in a unit in just one week. It is for this reason that the achievement tests are included after every unit. Hopefully, the tests will give the teacher an indication of the number of students who have learned the structures, or which structures have been mastered.

Listening Comprehension Narrative

Minetta was always with Dakio. She often sat on Dakio's shoulder with her arms around his neck. Anita said, "Minetta is getting big. She likes to play now."

"Yes," said Dakio. "She can do many things. She's almost like a baby."

Ben said, "Let's find Mr. Smith. He can tell us about monkeys. He can tell us where they come from."

"That's a good idea," they all agreed. So they all went to see Mr. Smith.

Marda asked Mr. Smith, "Do you know why the monkey has a long tail?"

"Yes, I do," said Mr. Smith. "I'll tell you the story."

"Long ago a girl lived with her grandmother. The grandmother was a witch--a good witch. She took very good care of the girl. She wanted the girl to learn to sew and to cook. But the girl was very lazy."

The girl said, "I don't like to work. I don't like to sew. I don't like to cook. I can wear leaves. I can hunt for my food."

The grandmother was very angry. "You are very lazy," she said. "You are as lazy as an animal. You will be an animal. Your skin will be brown and furry. You will have a long tail. You can live in the trees and look for your food. You don't have to work."

And so the girl turned into the first monkey. And that is how monkeys came to be.

Structures previously taught: Let's ________.
intensifier very
she likes _ _ _ _

New for production: I don't like to work.
You don't have to work.
Preposition "with"
    climb with your arms
    swing with his tail

New for recognition: as lazy as
You will be an animal.

Suggested Comprehension Questions:

1. Where does Minetta like to sit?
2. Who knows about monkeys?
3. Who did the girl live with?
4. Was the grandmother a bad witch?
5. What did she want the girl to do?
6. Was the grandmother very angry?

7. What did she say?
8. What did the girl turn into?

Vocabulary for this unit:

fish (v.)
sew
work
zero
climb
see
feel
smell
witch
lazy

BOOK THREE, Unit I

Lesson 1

A. Aim of Lesson: Review intensifier very. Do you like to ______?

B. Visual Aids Needed: Pictures for narrative. Pictures of monkey and troll, (BOOK TWO, Unit X).

C. Procedure:

1. Review:

Teacher (showing picture of monkey)	Students
long tail	The monkey has a very long tail.
small hands	The monkey has very small hands.
small feet	The monkey has very small feet.
(showing picture of troll)	
big eyes	The troll has very big eyes.
loud voice	The troll has a very loud voice.
big nose	The troll has a very big nose.
ugly face	The troll has a very ugly face.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

Anita: Do you like to fish?

Dakio: Yes, I do.

Anita: Do you like to sew?

Dakio: No, I don't.

4. Drill (Clue with pictures):

Teacher	½ class	½ class
(Shows picture and nods head to clue response)	Do you like to sew?	No, I don't.
	Do you like to swim?	Yes, I do.

5. Sing: "Hi-Ho" (Watch pronunciation of /h/)

Hi-Ho, Hi-Ho,
It's out to play we go,
Tralalala
Tralalala
Hi-Ho, Hi-Ho.

6. Review 7 day calendar: Have children count the number of school days and no-school days. Have them tell you what the days of the week are.

BOOK THREE, Unit I

Lesson 2

A. Aim of Lesson: To teach: I don't like to study.
What day is today?
What's the date?

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Bring a real calendar to class. Show how the days are set up.

Sun	M	T	W	Th	F	Sat
2	3	4	5	6	7	8

Mark x's in the box where the days are already past. Each day mark off the days. Ask: "What day is today? What's the date?" Then mark an x on the calendar.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

Anita: I don't want to study.

Dakio: Why not?

Anita: I'm lazy. I don't want to work.

Dakio: You're like a monkey.

4. Drills:

a. I don't want to study.
read
write
work
sing
draw
sweep
eat
etc.

b.

½ class	½ class
I want to study.	I don't want to study.
sleep	
play	
eat	
swim	
go home	
etc.	

BOOK THREE, Unit I

Lesson 3

A. Aim of Lesson: Review: I don't like to study.
Teach : You don't have to work.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions. Have children repeat the dialog with you wherever possible.

2. Show children a regular calendar. Point to various boxes and ask questions:
    Is this a school day?
    What day is this?
    Is it a no-school day?
    How many school days are on the calendar?
    How many no-school days are there?

3. Teach dialog:

    Anita: I don't like to study.

    Dakio: You don't have to study.

    Anita: Really?

    Dakio: But you'll get a zero.

4. Drill:

½ class	½ class
I don't like to study.	You don't have to study.
work	
sweep	
play	
run	
fish	
etc.	

5. Pass out pictures of various actions to students:
    Student w/ picture: Do you like to read, Diana?
    Diana : Yes, I do.
    Student w/ picture: Do you like to fish, Apiner?
    Apiner : No, I don't.
    Student w/ picture: Then you don't have to fish.
    etc.

BOOK THREE, Unit I

Lesson 4

A. Aim of Lesson: To teach: preposition with
climb with your arms, swing with his tail

B. Visual Aids Needed: Pictures for narrative.
Action pictures of Anita and Dakio.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teacher says:
Monkeys have strong arms. They climb with their arms.
Monkeys have long tails. They swing with their tails.
   a. What do monkeys do with their tails?
   b. What do monkeys do with their arms?

3.

Teacher asks:	Students respond
How many eyes do we have?	We have two eyes.
How many ears do we have?	We have two ears.
How many noses do we have?	etc.
How many mouths do we have?	
How many hands to we have?	
How many fingers do we have?	
How many toes do we have?	

4.

Teacher	Class
What do we do with our ears?	We listen with our ears.
What do we do with our eyes?	We see with our eyes.
What do we do with our noses?	We smell with our noses.
What do we do with our hands?	We write with our hands.
What do we do with our mouths?	We eat with our mouths.

5. Repetition drill: (Students repeat after teacher)
   a. We listen with our ears.
   b. We see with our eyes.
   c. We smell with our noses.
   d. We write with our hands.
   e. We eat with our mouths.

6.

Teacher	½ class
eyes	We see with our eyes.
hands	We write with our hands.
ears	We listen with our ears.
mouths	We eat with our mouths.
noses	We smell with our noses.

7. Ask children what else they do with their hands.

BOOK THREE, Unit I

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Action pictures of Dakio and Anita.

C. Procedure:

1. Have children dramatize the narrative.
   Assign roles to various children.

2. Pass out action pictures of Dakio and Anita.
   Have children say:
   a. This is Dakio. He's sleeping.
      I like to/I don't like to sleep.
   b. This is Anita. She's eating.
      I like to/I don't like to eat.
      etc.

3. Review calendar with children.
   Ask names of days of the week, school days, no-school days, date, etc.

4. Call on individual children and point to a part of the body. (eyes, nose, ears, mouth, hands) Ask children to respond:
   This is my nose. I smell with my nose.
   These are my ears. I listen with my ears.
   etc.

ACHIEVEMENT TEST: BOOK THREE, Unit I

Structure to be tested: with (meaning "using")

Items required: Randomized list of students.

Instructions:

Tell the students that you are going to call on them individually and will ask them a question. They are to answer, using the form, "Yes, I do. I ________ with my ________." or "No, I don't. I ________ with my ________."

For example:

Teacher : Ensilina, do you see with your eyes?
Ensilina: Yes, I do. I see with my eyes.

Teacher : Snider, do you smell with your ears?
Snider : No, I don't. I smell with my nose.

Test-items:

1. Do you see with your eyes?
2. Do you hear with your ears?
3. Do you walk with your eyes?
4. Do you smell with your ears?
5. Do you eat with your mouth?
6. Do you clap with your hands?
7. Do you draw with your chair?
8. Do you cut with your pencil?
9. Do you comb your hair with your comb?
10. Do you brush your teeth with your toothbrush?
11. Do you clap with your scissors?
12. Do you fish with your knife?
13. Do you eat with your fork?
14. Do you write with your basket?
15. Do you walk with your legs?
16. Do you smell with your nose?
17. Do you see with your hands?
18. Do you hear with your pencil?
19. Do you draw with your crayon?
20. Do you cut with your scissors?

Scoring:

Score each student 1 point for responding completely correctly.

BOOK THREE, Unit II

Listening Comprehension Narrative

One day Porky Pig found a big mirror. He looked in the mirror and saw another pig. He said to the pig in the mirror, "Who are you? What are you doing?"

The pig in the mirror didn't say anything. Porky said, "You are funny. You do everything I do. I laugh and you laugh. I wave and you wave. I'm going to tell Hound Dog about you."

Porky went to find Hound Dog. He said, "There's a funny pig in the mirror. When I laugh, he laughs. When I wiggle my nose, he wiggles his nose. When I open my mouth, he opens his mouth."

Hound Dog asked, "Where is he? I want to see him."

Porky Pig showed Hound Dog the mirror. Hound Dog looked in the mirror and there was another dog. "Who are you? What are you doing?" he asked. The dog in the mirror didn't answer. Hound Dog said, "You're funny. You do everything I do. I sit down and you sit down. I stand up and you stand up. I don't like you. I'm going to tell Kit-Kat about you."

Hound Dog found Kit-Kat and said, "Cat, there's a funny dog in the mirror. When I sit, he sits. When I stand, he stands, too."

Kit-Kat asked, "Where is he? I want to see him." Kat ran to the mirror, "That isn't a dog. That's a cat. Who are you? The cat in the mirror didn't answer.

Kit-Kat called Hound Dog. "I didn't see a dog in the mirror. I saw a cat. You told me a lie."

"I didn't see a cat. I saw a dog. But Porky said he saw a pig. He told me a lie. Let's go find Porky."

So Hound Dog and Kit-Kat looked for Porky Pig. Finally, they found him. "Porky, you told me alie," Hound Dog said. "We didn't see a pig in the mirror.

"I saw a cat," Kit-Kat said. "I saw a dog," Hound Dog said. "Well, I saw a pig," Porky said. "Let's go together and see."

So all three animals went to the mirror. They looked in. They all laughed. Why do you think they laughed? What did they see in the mirror?

Structures previously taught: What are you doing?
I want _ _ _ _ _ _ _ _.

New for production: Who are you?
Where is he?
When I wiggle my nose, he wiggles his nose.

New for recognition: I didn't see a dog.
I saw a pig.

BOOK THREE, Unit II

Suggested Comprehension Questions:

1. What did Porky Pig see in the mirror?
2. What did he ask the pig?
3. What did the pig in the mirror say?
4. Who did Porky go to tell?
5. What did Hound Dog see in the mirror?
6. What did he ask the dog?
7. What did the dog in the mirror say?
8. Who did Hound Dog go to tell?
9. What did Kit-Kat see in the mirror?
10. What did Kit-Kat ask the cat?
11. What did the cat in the mirror say?
12. Why did Kit-Kat say Hound Dog lied?
13. Why did Hound Dog say Porky Pig lied?
14. Did Porky really tell a lie?
15. What did the three of them see in the mirror at the very end?

Vocabulary for this unit:

who
doing
mirror
laugh
wave
found
look
funny
saw
lie

BOOK THREE, Unit II

Lesson 1

A. Aim of Lesson: Review: What are you doing?
Teach : Who are you?

B. Visual Aids Needed: Action pictures. Pictures for narrative.
Masks - pigs.

C. Procedure:

1. Distribute action pictures to various individuals. Have them stand before the class. Teacher calls the name of one of the students. The class asks that student, "What are you doing?" The student answers according to his picture.

2. Physical Education Activity:
   Step forward, step back
   Step forward, step forward, step back.
   Stretch to the ceiling
   Point to the floor.
   Touch your toes
   And knock on the door.

3. Present listening comprehension narrative and ask comprehension questions.

4. Teach dialog:

   Porky: Who are you?

   Pig : (Mimics with no voice)

   Porky: What are you doing?

   Pig : (mimics with no voice)

5. Drill:
   a. Chain drill:
      A: Who are you?
      B: I'm Anita. Who are you?
      C: I'm Dakio. Who are you?
      etc.

   b. Have children form two lines.
      Whisper to child in line A to perform some action. Child in line B asks, "What are you doing?" Child A responds, "I'm ________ing," according to what he's doing.

BOOK THREE, Unit II

Lesson 2

A. **Aim of Lesson:** To review: Who are you?
To teach : Where's Porky?
Where is he?

B. **Visual Aids Needed:** Pictures for narrative.

C. **Procedure:**

1. Dialog for review:

   A: Hi. Who are you?

   B: I'm Anita. Who are you?

   A: I'm Dakio.

2. Present listening comprehension narrative and ask questions.

3. Teach dialog:

   Kit-Kat : Hi, Hound Dog.

   Hound Dog: Hello, Kit-Kat.

   Kit-Kat : Where's Porky?

   Hound Dog: I don't know.

4. Physical Education Activity:
   Stand up and raise your hand.
   Stamp your feet and sit down.
   Stand up, point to your nose.
   Bend down and touch your toes.

5. Drill:
   a. Where's Porky?
   Kit-Kat
   Hound Dog
   Anita
   Dakio
   etc.

   b.

½ class	½ class
Where's Dakio?	Where is he?
Where's Anita?	Where is she?
Where's mother?	Where is she?
Where's Charles?	Where is he?
Where's Lilian?	Where is she?
Where's Estakio?	Where is he?

BOOK THREE, Unit II

Lesson 3

A. Aim of Lesson: Review: Where is he?
Teach : When I laugh, he laughs.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Have children do the following actions:
    - close your eyes
    - wave your hand
    - laugh
    - stand up
    - turn around
    - sit down
    - raise your hand
    - open your mouth
    - wiggle your nose
    - point to your eyes

2. Present listening comprehension narrative and ask questions.

3. Teach monolog:
When Porky found Hound Dog, he said:
There's a funny pig* in the mirror.
When I laugh, he laughs.
When I wave, he waves.
I don't like him.

4. Drill:

Teacher	Students
laugh	When I laugh, he laughs.
wave	When I wave, he waves.
sit down	When I sit down, he sits down.
open my mouth	When I open my mouth, he opens his mouth.
close my eyes	
stand up	etc.
turn around	
raise my hand	
point to my eyes	
wiggle my nose	

5. Drill: (Do quickly with several pairs.)
A: Anita's here.
B: Where is she?
A: (Pointing to Anita) There.

C: Dakio's here.
D: Where is he?
C: (Pointing to Dakio) There.

---

* Change pig to dog or cat once students have learned monolog. Also, change actions.

BOOK THREE, Unit II

Lesson 4

A. Aim of Lesson: Review: Who are you?
When I laugh, you laugh.
When I raise my hand, you raise your hand.

B. Visual Aids Needed: Pictures for narrative.
Masks of dog, pig, cat.

C. Procedure:

1. Call on 3 pairs of children to stand up. Have them stand in two rows at least four feet apart. Have one row be Porky and one row be the pig in the mirror. Give quietly a command to Porky. For example: "Wave your hand." Porky waves his hand and the pig in the mirror copies the action. Call on some child to say: "When Porky waves his hand, the pig does, too." Continue with other actions.

2. Present listening comprehension narrative and ask questions.

3. Drill: Select three children to be Porky, Hound Dog and Kit-Kat. Place them in, on or under objects.

½ class	½ class
Where's Porky?	There he is.
Where is he?	He's under the desk.
Where's Hound Dog?	There he is.
Where is he?	He's on the chair.
Where's Kit-Kat?	There he is.
Where is he?	He's in the closet.

Change places of animals and continue drill.

4. Drill:

Teacher (does action)	Individual Students (say and imitate action)
waves hand	When you wave, I wave.
closes eyes	When you close your eyes, I close my eyes.
raises hand	
opens mouth	etc.
sit down	
turn around	
reach for the ceiling	
point to the door	
etc.	

BOOK THREE, Unit II

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Masks of animals.

C. Procedure:

1. Have children dramatize narrative. (Use masks)

2. Play Simon Says:

Teacher	Students
Simon says, "Stand up."	Children stand up and say, "When Simon says stand up, I stand up."
Simon says, "Turn around."	Children turn around and say, "When Simon says turn around, I turn around."

3. Teach dialog: (One day the teacher was sick. There was a new teacher.)

Teacher:	Who are you?
Dakio :	I'm Dakio.
Teacher:	Where's Anita?
Dakio :	She's absent.

4. Work on 7 day calendar.

Explain to children that 7 days make one week. Count the weeks in this month.
Review the names of the days of the week.
Review no-school and school days.
Count the number of school days in a month.

ACHIEVEMENT TEST: BOOK THREE, Unit II

Structures to be tested: Who are you?
Where is he/she?

Items required: Randomized list of students.

Instructions:

Calling on the students according to the randomized list, ask them the following questions, trying to vary the order of the questions:

Ask : Who are you?
Expected response: I'm (John) .

Ask : Where is (Herman) (Elmihna)?
Expected response: He's/She's here.
He's/She's there.
He's/She's absent. ...or anything else to this effect.

Go through your list twice, so as to ask each individual one question with who and one question with where.

Scoring:

Give each child 1 point for answering I'm ________ correctly, and 1 point for answering He's/She's ________ correctly.

BOOK THREE, Unit III

Listening Comprehension Narrative

Once there was a little girl who lived with her mother near a big forest. The little girl's grandmother lived at the other end of the forest. Grandmother loved the little girl. One day she gave the girl a present. It was a little red coat with a hood. The little girl liked it very much. She wore it everywhere she went. So everyone called the girl Little Red Riding Hood.

One day, Little Red Riding Hood said, "Mother, may I go to visit grandmother?"

"Yes," her mother answered. "But why don't you eat a doughnut first. You may get hungry. It's a long walk."

"The doughnuts are good. May I take some to grandmother?" Little Red Riding asked.

"Yes, I have some here in the basket for her," mother said.

So Little Red Riding Hood picked up the basket of doughnuts and went off to see her grandmother. When she got to the middle of the forest, she met a wolf.

"Good morning little girl," the wolf said. "What's your name?"

"I'm Little Red Riding Hood," said the girl, "What's your name?"

"I'm wolf," he said. The wolf is a bad animal. He likes to eat little children.

The wolf wanted to eat Little Red Riding Hood. But then he heard some men. They were cutting trees in the forest. The wolf was afraid of the men. He said quietly, "I can't eat the girl now."

The wolf asked Little Red Riding Hood, "Where are you going?"

She answered, "I'm going to grandmother's house."

"Where does your grandmother live?" asked the wolf.

"At the other end of the forest," Little Red Riding Hood said.

"Good-bye," said the wolf.

"Good-bye," said Little Red Riding Hood.

The wolf ran into the forest. He said to himself, "I'll go to grandmother's house and eat grandmother. Then I'll eat Little Red Riding Hood, too."

Structures previously taught:
He likes to eat little children.
I can't eat her now.
Where does your grandmother live?
What's your name?
I'm Little Red Riding Hood.
Good-bye. Good morning.

New for production:
Where are you going?
I'm going to grandmother's house.
May signifying permission.
Watch out for the wolf.

BOOK THREE, Unit III

New for recognition: I'm going to take some doughnuts to grandmother.
She wore it everywhere she went.
Grandmother's house

Suggested Comprehension Questions:

1. What was the girl's name?
2. Did she have a grandfather?
3. Did her grandmother love her?
4. What did her grandmother make for her?
5. Did the girl like the coat?
6. What was Little Red Riding Hood taking to her grandmother?
7. Where did grandmother live?
8. Whom did she meet?
9. Is the wolf a good animal? Why not?
10. Did the wolf eat the girl?
11. Where did the wolf go?
12. Who did the wolf want to eat?

Vocabulary for this unit:

wolf
grandmother
hood
may
house
where
going
watch out
children
basket
store
coat
now

BOOK THREE, Unit III

Lesson 1

A. Aim of Lesson: To teach: Where are you going?
I'm going to

B. Visual Aids Needed: Pictures for narrative.
Puppets of Wolf and Little Red Riding Hood.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teach song: "Looby Loo" (Form a large circle)
Here we go looby-loo
Here we go looby-lie — move around in a circle
Here we go looby-loo
All on a Saturday night.
I put my right hand in.
I take my right hand out.
I give my right hand a shake, shake, shake
And turn myself around.
(Check to see that they know left from right.)

3. Teach dialog:

Wolf : Hi, little girl.

Red Riding Hood: Hello.

Wolf : Where are you going?

Red Riding Hood: I'm going to grandmother's house.

4. Drill:
a. I'm going to grandmother's house.
John's house
Rena's house
Martin's store
Carlos' store
Sepio's store
Ahpel's class
Alsin's class
Emiko's class

b. I'm going to school.
church
the river
the store
the Post Office
the hotel
Sunday school
the bank
the dock
the home

BOOK THREE, Unit III

Lesson 2

A. Aim of Lesson: To review: Where are you going?
I'm going to grandmother's house.
To teach : Duplicated calendar for February.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing "Looby-Loo" (add right foot and left foot).

2. Present listening comprehension narrative and ask comprehension questions.

3. Dialog variations of yesterday's dialog: Explain to children that they will pretend to meet on the street. They greet each other. Then one asks the other, "Where are you going?" The other responds, "I'm going to ________," using any place he might be going to. (Have children work with partners they select.)

4. Pass out duplicated calendar for February. Have children color the no-school blanks red. Ask them to count the number of no-school days and the number of school days. Ask them the dates of the no-school days. Also review the names of the days of the week with them.

BOOK THREE, Unit III

Lesson 3

A. Aim of Lesson: To review: He likes to eat children.
To teach : Watch out for the wolf.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Assign students to act out parts of the narrative as you tell it.

2. Sing "Looby-Loo" (Add "whole self").

3. Teach dialog:

Little Red Riding Hood: I'm going now.
Mother : Watch out for the wolf.
Little Red Riding Hood: Why?
Mother : He likes to eat children.

4. Drill:

a. He likes to eat children.
bananas
mangoes
rice
yam
papayas
candy
bread
chicken

b. He likes to eat children.
bananas
She
yams
Mother
Father
taro
Grandmother
doughnuts

BOOK THREE, Unit III

Lesson 4

A. Aim of Lesson: Teach: The use of may in asking permission.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing all three verses of "Looby-Loo".
2. Place pictures for narrative on chalk tray.
   Have students dramatize the play.
   Assign roles of wolf, Little Red Riding Hood, mother and wood cutters. Other children might be the forest, grandmother's house, grandmother, etc.
3. Teach dialog:

   Little Red Riding Hood: May I go to grandmother's house?

   Mother : Yes. But eat a doughnut first.

   Little Red Riding Hood: May I take some doughnuts?

   Mother : Yes. Here's some in the basket.

4. Drill:

   May I go to grandmother's house?
   take some doughnuts?
   come in?
   have some paper?
   borrow a crayon?
   leave the room?
   borrow a pencil?
   sharpen my pencil?
   go out to play?

BOOK THREE, Unit III

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing all three verses of "Looby-Loo".
2. Dialog: (at home)

   Anita : May I go to the river, mother?

   Mother: Okay. But be careful.

   (on the way to the river)

   Dakio: Hi, Anita.

   Anita: Hello.

   Dakio: Where are you going?

   Anita: I'm going to the river.

   Dakio: I'm going to the store.

   Anita: See you later.

   Dakio: Bye.
3. Have children dramatize narrative.
4. Drills:
   a. Response drill:

Teacher	Student (Individually)
Where are you going?	I'm going to the store.
Where are you going?	I'm going to church.
etc.	(Student makes up his own answers.)

   b. Substitution Drill:

   May I leave the room?
   borrow a pencil
   have some paper
   sharpen my pencil
   go home
   go out to play

   c. Give situation in Ponapean. For example: The teacher wants the children to draw a picture. Apiner has no paper. What should he say? Student should answer "May I have some paper?"

ACHIEVEMENT TESTS: BOOK THREE, Unit III

Test A

Structure to be tested: Where are you going?
I'm going ________.

Items required: Randomized list of students.

Instructions:

Tell the students that you are going to call on two of them at a time. The first is to ask the question, "Where are you going?" The second student is to make-up an answer, such as, "I'm going to the store." If the second child hesitates to answer because he cannot create a sentence, coax him by saying, "the store", or "church", or "the movies", etc.

Go through the class list twice so that each individual has a chance to ask the question and to answer the question.

Scoring:

Score 1 point for asking the question properly, and 1 point for answering correctly.

Test B

Structure to be tested: may

Items required: Randomized list of students.

Instructions:

Tell the students that you are going to say a statement to them, such as, "You want a pencil," or "You want to go to the movies," and they are to make up a sentence using the word may from the cue-sentence you said.

For example:

Teacher: John, you want a pencil.
John : May I borrow a pencil?

Teacher: Mihla, you want to go to the movies.
Mihla : May I go to the movies?

Teacher: Brenda, you want to sing.
Brenda : May I sing?

Scoring:

Score each student 1 point for asking a may-question correctly.

Listening Comprehension Narrative

The wolf ran to grandmother's house. Grandmother wasn't at home. There was no one in the house.

The wolf saw grandmother's bed. He saw grandmother's dress. He put on the dress and he jumped into grandmother's bed.

Little Red Riding Hood came to grandmother's house. She knocked on the door.

"Come in," said the wolf.

Little Red Riding Hood went into the house. "Here are some doughnuts for you, grandmother," she said.

The wolf said, "I'm sick today. Come and sit by me."

Little Red Riding Hood went to the bed and sat down. "Oh grandmother, you have such big ears," she said.

"So I can hear you better," said the wolf.

"And you have such big eyes," the girl said.

"So I can see you better," the wolf answered.

"And what big teeth you have," the girl said.

"So I can eat you," the wolf said and he jumped out of bed.

"Help! Help!" Little Red Riding Hood called. Grandmother and some men came running.

"Look," said the men. "It's a wolf. Let's kill him." So they killed the bad wolf and Little Red Riding Hood was saved.

Structures previously taught:	Let's kill the wolf. I can _ _ _ _ _ _ _ _.
New for production:	Possessive nouns - - grandmother's bed Whose ________? Come in. Review possessive pronouns, his, hers, yours, ours, mine, theirs.
New for recognition:	I'm sick today. They killed the wolf.

Suggested Comprehension Questions:

1. Where did the wolf run to?
2. Was grandmother home?
3. What did the wolf see?
4. What did the wolf put on?
5. What did Little Red Riding Hood bring for grandmother?
6. Where did Little Red Riding Hood sit?
7. Who came running when Little Red Riding Hood called for help?
8. What did they do to the wolf?

BOOK THREE, Unit IV

Vocabulary for this unit:

- borrow
- come in
- whose
- mine
- sick
- their
- buy
- knock

BOOK THREE, Unit IV

Lesson 1

A. Aim of Lesson: Review: may
Teach : knocking on the door
come in

B. Visual Aids Needed: Pictures for narrative.
An umbrella.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Physical Education Activity:
Step to the right.
Step to the left.
Raise your right hand, then your left.
Point to your left foot.
Point to your right foot.
Slide to your left, then to your right.

3. Teach dialog:

Dakio: (Knocks on door)

Anita: Come in.

Dakio: May I borrow your umbrella?

Anita: Yes, you may.

Dakio: Thank you.

Once dialog is mastered, other items may be used in place of umbrella.

4. Play "Knock Knock."
Select 5 children to be ITS. They turn their backs on the class. The teacher selects one child to be the knocker. That child knocks on the desk.
Five ITS: Who's there?
Class : Guess who?
Five ITS: try to guess in turn who the knocker was.

5. Drill:
May I borrow your umbrella?
pencil
book
chair
desk
pen
notebook
crayons

BOOK THREE, Unit IV

Lesson 2

A. Aim of Lesson: To teach possessive nouns.

B. Visual Aids Needed: Pictures for narratives.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.
2. Teach the dialog:

    Anita: Hi, Dakio. Is that your pen?

    Dakio: No. It's my father's pen.

    Anita: Where did he buy it?

    Dakio: From K.C.C.A.

3. Pass a box around to some of the students. Ask each child to place one item each in the box. Without letting their classmates see what it is. Teacher holds up one item and calls on a child. The child asks, "Is that your pen, Olter?" Olter says, "No. It's John's pen." John says, "No, it's Kadlin's pen," etc. Until right owner is found.
4. Teacher goes to various individuals and holds up an item belonging to them. She asks the class, "Is this John"s marble?" The children answer "Yes, it is." or "No, it isn't," according to whether the item does belong to that child.

BOOK THREE, Unit IV

Lesson 3

A. Aim of Lesson: To review: Possessive pronouns his, hers and yours.
To teach : Whose ________?

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Ask some of the children to pantomine the story as you tell it.

2. Teach dialog:

Anita: Whose pencil is this?

Dakio: It's John's.

Anita: Whose?

Dakio: (Pointing to John) It's his.

Anita: Is it yours, John?

Dakio: Yes, it's mine.

3. Pass around the box again. This time tell everyone to watch what the students place in the box. Have one child be "Teacher".

Teacher: Whose pencil is this, Maria?
Maria : It's Elsin's.
Teacher: Whose?
Maria : (Points to Elsin) It's his.

4. Drill:

Teacher	Students
It's Anita's book.	It's hers.
It's Rita's radio.	It's hers.
It's father's pen.	It's his.
It's my bag.	It's yours.
It's Dakio's marble.	It's his.
It's mother's dress.	It's hers.
It's Tony's notebook.	It's his.
It's my pencil.	It's yours.
It's grandfather's hat.	It's his.
It's Emiko's watch.	It's hers.

etc.

BOOK THREE, Unit IV

Lesson 4

A. Aim of Lesson: Continue teaching possessive nouns.

B. Visual Aids Needed: Pictures for narratives.

C. Procedure:

1. Select other pupils to pantomine the narrative as you read it.

2. One morning there were some books and pencils on the teacher's desk. The teacher asked the students:

   Teacher: Whose books are these?

   Dakio : They're mine.

   Teacher: Are these your pencils, too.

   Dakio : No, they're not. They're Anita's.

3. Have students put two or more of the same object out on their desks. Collect the objects in a box. Have a child be the teacher. Run through dialog as above, selecting items from the box.

4. Return drawings or other papers using the question "Whose are these?" or "Who's is this?"

5. Present listening comprehension narrative and ask comprehension questions.

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narratives (Unit III, IV).
Dittoed pictures of animals: elephants, rabbits, cows, monkeys for children to color.

C. Procedure:

1. Tell narratives from both Units III and IV and ask comprehension questions.

2. Pass out dittoed pictures. Ask children to color them and then hand them in.

3. Using pictures, hold one up and ask, "Whose picture is this?" Student responds, "It's mine." Then ask the student to say something about his picture.

   For example: This is a monkey.
   It's brown.
   It has a very long tail.

ACHIEVEMENT TEST: BOOK THREE, Unit IV

Structure to be tested: possessives

Items required:
1) Randomized list of students.
2) Each child should have some object at hand, such as a pencil, necklace, pin, etc.; or should be wearing something distinctive, such as a bright dress, bow, or mwarawar.

Instructions:

Tell the students that one-at-a-time you are going to ask them a question about someone sitting near them. They are to answer you, using the possessive form of that child's name.

For example:

Teacher :	Whose red shirt is that, Peter? (points to Lianter)
Peter :	It's Lianter's shirt.
Teacher :	Whose pencil is that, Ensilihna? (points to Jonah)
Ensilihna:	It's Jonah's pencil.

Scoring:

Score 1 point for saying the possessive form correctly. Be sure to listen carefully for the /-z/ sound.

BOOK THREE, Unit V

Listening Comprehension Narrative

Once upon a time a lion lived in the woods. A mouse also lived in the woods. The lion is a very big animal. The mouse, you know, is very little. Everyday the big lion slept in the sun. Everyday the mouse ran in the sun.

One day the little mouse saw the big lion sleeping. She thought, "I'll have some fun." She ran up his tail. She ran down his tail. The lion woke up. He put his paw on the mouse.

"Please let me go," the mouse cried. "I'll be your friend. I'll be good. I'll help you. I'm sorry I won't run up and down and over you again. I won't do it again."

The lion laughed. "You're very little. I'm very big. How can you help me? You're very funny but you may go."

Then one day some men came into the woods. They had long ropes. "We will make a trap. We will catch the lion," they said. "The lion sleeps here everyday. Tomorrow he will walk into our trap."

The next day the lion walked into the woods. He walked right into the trap. The lion was afraid. He pulled at the ropes. He kicked and clawed. But the trap was very strong. The lion roared loudly.

The little mouse heard the lion. She ran to find him. When she found him, she said, "Stop! Be quiet! The men will hear you."

The lion became quiet. He asked, "Can you help me?" The mouse said, "Don't worry. I'll help you. I'll chew on the ropes." And the mouse chewed and chewed until the lion was free.

"Thank you, little mouse," the lion said. "You saved my life. I will be your friend forever."

The little mouse was very happy for he had saved the big lion.

Structures previously taught: Can you help me?
Very big animal

New for production: up, down, into, over.
Let me go.
I/we/he/she will help you.
I'm sorry.
I won't run up and down you again.

New for recognition: The mouse chewed and chewed.
The lion became quiet.

Suggested Comprehension Questions:

1. Is the lion a big animal?
2. What did the mouse do everyday?
3. What did the lion do?

4. When the lion caught the mouse, what did the mouse say?
5. Why did the lion think the mouse was funny?
6. What did the men do with the ropes?
7. Was the lion caught in the trap?
8. What did he do?
9. Who heard the lion?
10. Did the mouse help the lion? How?
11. What did the lion say to the mouse at the end of the story?
12. Was the mouse happy?

Vocabulary for this unit:

mouse
lion
asleep
chew
rope
friend
will
outside
again
won't
over
into

BOOK THREE, Unit V

Lesson 1

A. Aim of Lesson: To teach the prepositions up and down.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teach rhyme: (Use one arm as lion's tail and use other hand as mouse to run up and down.)

   Shhh, shhh, shhh,
   The lion is asleep.
   The mouse runs up his tail,
   He doesn't make a peep.
   The mouse runs down his tail,
   The lion is still asleep.

3. Drill:

   a. The mouse runs up his tail.
   the wall
   the table
   the chair
   the tree
   the blackboard

   b. The mouse runs down his tail.
   the tree
   the pole
   the building
   the table
   the chair

4. Physical Education Activity: (Say with action)

   Let's stand up.
   Let's sit down. Moderately
   Let's reach way up.
   Then go way down.

   Up
   Down Quickly - 5 times

BOOK THREE, Unit V

Lesson 2

A. Aim of Lesson: To teach: I'll help you.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teach dialog: (The lion was caught in the trap. The mouse came to help him.)

   Lion : Can you help me?

   Mouse: Yes, I'll help you. I'll chew on the ropes.

   Lion : Thank you. I will be your friend forever.

3. Drills:

   a. I'll help you.
   chew on the ropes
   close the windows
   sweep the floor
   erase the blackboard
   clean the desks
   clap the erasers
   mop the floor
   empty the wastebasket
   cut the grass

   b. Ask children how they will help their mothers and fathers at home:
   I'll watch the baby.
   I'll wash the dishes.
   I'll clean the house.
   etc.

4. Teach song:

   Girls: I'll help mother clean the house, clean the house, clean the house.
   I'll help mother clean the house
   Every Saturday morning.

   Boys : I'll help father catch some fish,
   Catch some fish, catch some fish.
   I'll help father catch some fish
   Every Saturday morning.

Lesson 3

A. Aim of Lesson: To teach: I'm sorry. I won't do it again.

B. Visual Aids Needed: Pictures for narrative.
Puppets Teacher and Dakio.

C. Procedure:

1. Sing song from yesterday's lesson.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog: (Dakio was late to school one day. Class had already started when he arrived.)

Dakio : (Knocks on door) May I come in?

Teacher: Come in, Dakio. Good morning.

Dakio : I'm sorry I'm late.

Teacher: Were you playing outside?

Dakio : Yes. I won't do it again.

4. Drill:

a. I won't do it again.
run in the room
be late
talk loudly
write on my desk
etc.

b.

½ class	½ class
I'll help mother.	I won't help mother.
I'll sweep the floor.	I won't sweep the floor.
I'll watch the baby.	I won't watch the baby.
etc.	

5. Physical Education Activity:
Reach up, reach down,
Step left, step right,
Step forward, step back,
Reach up, reach down.

Lesson 4

A. Aim of Lesson: To teach into, over.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing song from Lesson 2.
2. Have children dramatize listening comprehension narrative.
3. Teach monologue: (When the mouse saw the lion sleeping in the woods, he said)

Mouse: I'll have some fun.
I'll run up his tail.
I'll run down his back.
I'll run into his ear.
I'll run over his head.

4. Drills:

a. I'll run into his ear.
the woods
the trap
the house
the room
the closet

b. I'll run over his head.
the hill
the grass
the barrels
the table
the chairs

5. Sing song from Lesson 2.

BOOK THREE, Unit V

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Action pictures of chores.

C. Procedure:

1. Have a group of children dramatize narrative.
2. Have another group of children do the rhyme from Lesson 1.
3. Sing the song from Lesson 2.
4. Drills:

   a. (Cue with pictures)

   I'll help you sweep the floor.
   wash the clothes
   watch the baby
   etc.

   b.

½ class	½ class
I'll help you sweep the floor.	I won't help you sweep the floor.
I'll help you watch the baby.	I won't help you watch the baby.
etc.	

   c.

Teacher (Use into or over)	Students
I'll run into the woods.	I'll run into the woods.
the table	I'll run over the table.
the trap	I'll run into the trap.
the hill	I'll run over the hill.
the barrels	I'll run over the barrels.
the chair	I'll run over the chair.
the room	I'll run into the room.
the house	I'll run into the house.

5. Physical Education Activity:

Reach up, reach down,
Step forward, step back,
Hands on your hips,
Step left, step right,
Hands at your side,
Step forward, step back,
Reach up, reach down,
Reach up, reach down,
Turn around
And sit down.

ACHIEVEMENT TEST: BOOK THREE, Unit V

Structure to be tested: up, over, into, down

Items required:
1) Randomized list of students.
2) Each child must have one item, such as a book, pencil, flower, marble, etc.

Instructions:

Tell the students that you are going to call on them one-at-a-time and will give them a command. When you do, be sure to use one of the words listed above (prepositions).

For example:

Teacher: Henry, put your book into your desk.
Henry : (puts his book into his desk)

Teacher: Swaina, raise your hand over your head.
Teacher: June, make your fingers run up your arm.
Teacher: Adele, make your fingers run down your arm.

After you have gone through your randomized list once, go through it again, except this time have the individuals say the commands themselves. Each child can direct his command at anyone he chooses. You should score only the child who says the command, however.

For example:

Teacher : John, into.
John : Anderson, put the book into the box.
Anderson: (does the action)
(SCORE ONLY JOHN)

Teacher : Harry, down.
Harry : Klein, make your fingers run down your arm.
Klein : (does the action)
(SCORE ONLY HARRY)

Scoring:

Score 1 point in the first part for each child who performs the action (up, over, into, down) correctly; and score 1 point for forming a correct sentence using one of the four prepositions. Therefore, each child has a possible score of 2 points.

BOOK THREE, Unit VI

Listening Comprehension Narrative

One day twelve boys went to the river to fish. They had a lot of fun. They caught a lot of fish. When the sun set, the boys wanted to go home.

The biggest boy said, "Are all of us here? I'll count and see."

He counted the boys, "One, two, three, four, five, six, seven, eight, nine, ten, eleven. There are only eleven boys. There were twelve of us this morning."

He counted again, "One, two, three, four, five, six, seven, eight, nine, ten, eleven."

Another boy said, "Let me count. I can count." But he counted only eleven, too. All the other boys counted, and they all counted only eleven.

"One of us fell into the river. Let's look for him." They looked up and down the river. They couldn't find the boy. They began to cry.

Just then a man came along. "Why are you crying?" he asked. "There are only eleven of us now. Twelve of us came this morning. One of us fell in the river," one of the boys said.

"Show me how you counted," the man said.

The biggest boy counted again. "One, two, three, four, five, six, seven, eight, nine, ten, eleven."

"I can help you," the man said and he began to count the boys. "One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve. None of you counted yourself," the man said. "You're all here. There are twelve of you. Now you can go home. Walk two by two so you won't get lost."

The man lined the boys in two rows. He counted them again. "Two, four, six, eight, ten, twelve."

The boys walked home two by two. They didn't get lost.

Structures previously taught: Show me _ _ _ _ _ _.
Let's look for him.
Rote counting
Up and down.

New for production: all of us, one of us
Why are you crying?
two by two
counting by two's

New for recognition: yourself
Walk two by two so you won't get lost.
There are _ _ _ _ _ _ _ _ _ _.
There were _ _ _ _ _ _ _ _ _ _.

BOOK THREE, Unit VI

Suggested Comprehension Questions:

1. How many boys went fishing?
2. Did they catch many fish?
3. Did they have fun fishing?
4. Did one of the boys fall into the river?
5. What were the boys doing when the man came along?
6. What mistake did the boys make in counting themselves?
7. How did the man tell the boys to walk home?
8. Why did he tell them to walk home two by two?
9. Can you count by two's?
10. Did the boys get lost going home?

Vocabulary for this unit:

twelve
eleven
count
missing
marbles

many
how
have
us
here

Lesson 1

A. Aim of Lesson: To teach: all of us, one of us

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing: "Ten Little Indians" (Watch carefully the pronunciation of "Little".)

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

Biggest Boy: Are all of us here? Let's count.
All Boys : One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.
Biggest Boy: One of us is missing.
All Boys : Let's look around.

4. Drill:

a.

Teacher	Students
Dakio is missing.	One of us is missing.
Takasio, Dakio and Robert are missing.	Three of us are missing.
Rena and Josefa are missing.	Two of us are missing.
John is missing.	One of us is missing.
Alice and Rose	Two of us are missing.
Rosita, Ribon and Fred	Three of us are missing.
etc.	

b. All of us are here.
present
tired
hungry
sleepy
thirsty
happy
quiet

5. Play game "One of Us":

Divide children into two groups. Have them line up in rows about three feet from each other. Give Row 1

Lesson 1

a bean. Have them pass the bean from hand to hand trying not to let Row 2 see. After a period of passing the Teacher calls "time". Row 1 says, "One of us has the bean. Guess who?" Three people in Row 2 are asked to guess. If they guess correctly, they get the bean. If not Row 1 continues to pass the bean around.

BOOK THREE, Unit VI

Lesson 2

A. Aim of Lesson: To teach: Why are you crying?

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teach dialog:

Man : Why are you crying?

Boys: One of us is missing.

Man : Where is he?

Boys: He fell into the river.

3. Drill:

Teacher	Class
cry	Why are you crying?
sleep	Why are you sleeping?
jump	etc.
run	
laugh	
eat	
drink	

4. Have twelve children line up and be the twelve boys in the story. Select a student to be the man. The man asks each student in turn. "Why are you crying?" Each one responds, "One of us is missing."

5. Physical Education Activity:

Step to the left, step to the left,
Step to the left and stand.
Step to the right, step to the right,
Step to the right and stand.
Jump, jump and stamp, stamp, stamp.
Jump, jump and stamp, stamp, stamp.
Jump, jump, jump
And stamp, stamp, stamp
Then turn yourself around and sit.

BOOK THREE, Unit VI

Lesson 3

A. Aim of Lesson: To teach: two by two
counting by two's

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Do P.E. Activity from yesterday.

2. Present listening comprehension narrative.
Have selected children pantomine as you read the story.
Ask comprehension questions.

3. Teach dialog:

Man: Count the boys.

Boy: One, two, three, four, five, six, seven,

eight, nine, ten, eleven.

Man: Stand two by two.

Two, four, six, eight, ten, twelve.

4. Play "Two by Two":
Have children make a circle. Tell them that you will call out "two by two". When you do so they must stand in circle formation by pairs. If there is an odd one, that person becomes the next caller. The caller may call anything from "one by one" to "four by four". You might let the left over children count the people in the circle by twos, threes, or fours or everyone can count in unison.

BOOK THREE, Unit VI

Lesson 4

A. Aim of Lesson: To learn to count to twelve by two's, threes, and four's.

B. Visual Aids Needed: Pictures for narrative.
Real objects for counting.
(Shells, rods, pencils, etc.)

C. Procedure:

1. Present listening comprehension narrative.
   Have other children pantomine as you read the story.

2. Do P.E. Activity from Lesson 2.

3. Call 12 children to the front of the room.
   Ask them to stand one by one.
   Count them one by one in unison with the other children.
   Ask children to stand in three's.
   Do this also with two's and four's.

4. Have 12 of the same objects for a pair of children.
   Have them practice counting in two's, three's and four's as you go around to check.

5. Call individual children to the front of the room to count various objects by one's, two's, three's and four's.

BOOK THREE, Unit VI

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
A sack of marbles.
Puppets Anita and Dakio.

C. Procedure:

1. Have students dramatize the narrative.

2. Teach dialog:

   Anita: Hi, Dakio. What's that?

   Dakio: Marbles.

   Anita: How many do you have?

   Dakio: (Takes out marbles and counts) One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

3. When students have learned dialog, ask "Dakio" to count by two's, three's, or four's.

4. Sing Marching Song: (Ask children to march in pairs.)
   We're marching two by two,
   We're marching two by two,
   Hi - ho, the merry-o,
   We're marching two by two.

5. Teacher says" "Are all of us here? Let's count." Teacher together with students count the children in the room by two's. If there are some children missing, teacher says, "Four of us are absent." If everyone is present, she says "All of us are here." You can do this by rows, also.

ACHIEVEMENT TEST: BOOK THREE, Unit VI

Test A

Structure to be tested: counting by two's, three's and four's

Items required:
1) Randomized list of students.
2) 12 objects (preferably all the same), or a long stick with 12 rings on it, or anything that has 12 objects that can be counted.

Instructions:

Tell the children that you are going to call on them one-at-a-time to count some things for you. You will instruct them to count by two's, three's or four's.

For example:

Teacher: Osker, count these beads for me by two's.
Osker : 2, 4, 6, 8, 10, 12.
(While he counts, he should be pushing the beads to the side or touching them with his fingers to indicate he is actually counting them.)

Teacher: Lola, count these beads by three's.
Lola : 3, 6, 9, 12.

Scoring:

Give each student 1 point for counting from 1 to 12 by the number you indicated, if he does it completely correctly.

ACHIEVEMENT TEST: BOOK THREE Unit VI

Test B

Structure to be tested: ______ of us

Items required: Colored squares of construction paper, several of each color.

Instructions:

Call various sized groups to the front of the room (such as 2, 3, 6, etc.). Ask one of the students in the group, "How many are in this group?" The child should answer, "There are ______ of us."

Then give them the colored squares of construction paper. Give the same color to 2 or 3 individuals of one group. Ask one student in the group, "How many of you have (red) paper?" The child should answer, "______ of us have ______ paper."

Note: The structure you are testing is ______ of us, so that is what you should be listening for, rather than their saying the correct number or the correct color.

Go through the procedure once to familiarize the children with what you want. Then begin with a group of 2, then 3, etc.

Keep a check-list of the children's names; you need not necessarily have a randomized list, but be sure to ask each child once.

Scoring:

Score each student 1 point for using ______ of us correctly.

BOOK THREE, Unit VII

Listening Comprehension Narrative

Tony and Maria are in the second grade at Kolonia Elementary School. They're seven years old.

Their teacher is Elihna. She's from Pinglap. She lives in Kolonia now.

Elihna is a new teacher. When the children came into the room, she said, "Good morning, class. My name's Elihna. I'm your new teacher."

"How many children are there in this class?" Elihna asked. "Let's count." The whole class counted, "One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four. There are twenty-four children in our class."

"How many girls are there?" Elihna asked. Maria counted the girls, "Two, four, six, eight, ten, twelve, fourteen. There are fourteen girls."

"May I count the boys?" Tony asked.

"Please do," Elihna said.

"Two, four, six, eight, ten. There are ten boys," Tony said.

"Are there any men in the room?" Elihna asked.

"No, there aren't," the class answered.

"Are there any women in the room?" Elihna asked.

"Yes," Maria said. "You."

Structures previously presented:
They're seven years old.
My name's Elihna.
I'm from Pinglap.
She lives in Kolonia.
Counting by two's
May I ________?

New for production:
How many
There are/aren't
Are there

New for recognition:
past tense
when clauses

Suggested Comprehension Questions:

1. What grade are Tony and Maria in?
2. How old are they?
3. Are they from Pinglap?
4. What is the new teacher's name?
5. Where does she live now?
6. How many children are there in the class?

7. Are there any men in this room?
8. Count the boys in the room. (By ones)
9. Count the girls in the room. (By twos)
10. Are there any women in this room?

Vocabulary to this unit:

thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty
second
there
hospital
dock
paints
brushes
pass out
empty
enough

BOOK THREE, Unit VII

Lesson 1

A. Aim of Lesson: Review: What's your name?
My name's Maria.
How old are you?
I'm seven years old.
What grade are you in?
I live in Kepinle.

B. Visual Aids Needed: Pictures for narrative.
Puppets Tony and Maria.

C. Procedure:

1. Present listening comprehension narrative and ask questions.

2. Sing: (To the tune of "London Bridge")

Girls:	Boys:
I'm Maria.	I'm Tony,
I'm a girl, I'm a girl,	I'm a boy, I'm a boy
I'm girl.	I'm a boy.
I'm Maria,	I'm Tony,
I'm a girl,	I'm a boy,
I'm a student.	I'm a student.

3. Teach does the following monologue with puppets:

a.	b.
My name's Maria	I'm Tony
I'm seven years old.	I'm seven years old.
I'm in the second grade.	I'm in the second grade.
I live in Kepinle.	I live in Kepinle, too.
(Ask questions,	(Ask questions)
What's her name?	What's his name?
How old is she?	How old is he?
What grade is she in?	What grade is he in?
Where does she live?	Where does he live?

4. Chain drill: (Not necessary to chain throughout the room for all structures.)

	X	Y
a.	What's your name?	My name's Maria.
b.	How old are you?	I'm seven years old.
c.	Where do you live?	I live in Kepinle.
d.	What grade are you in?	I'm in the second grade.

5. Have some of the children do a monologue similar to that of Maria and Tony.

BOOK THREE, Unit VII

Lesson 2

A. Aim of Lesson: Review: Counting by one, twos
Teach : How many ________?

B. Visual Aids Needed: Pictures for narrative.
Puppets Maria, Tony, Elihna.

C. Procedure:

1. Present listening comprehension narrative and ask questions.

2. Teach dialog:

Teacher: How many children are there in this class?
Let's count.

Class & Teacher: One, two, three, four, five, six, etc.

Teacher: How many girls are there?

Class : Two, four, six, eight, etc.

Teacher: How many boys are there?

Class : Two, four, six, eight, etc.

3. Rhyme: Two, four, six, eight, ten
Some great big hungry men.
Twelve, fourteen, sixteen, eighteen, twenty
The rice pot soon will be empty.

4. Drill:

Teacher: How many chairs are there, Tony?

Class : How many chairs are there, Tony?

Tony : (Counts) Two, four, six, eight, etc.

Teacher: tables - Maria

Class : How many tables are there, Maria?

Maria : (Counts) Two, four, six, etc.

Other clues: windows - Judy
(Use any countable objects) books - Judy
pictures - Charles

BOOK THREE, Unit VII

Lesson 3

A. Aim of Lesson: To review: May I pass out the pencils?
To teach : There are/aren't.

B. Visual Aids Needed: Picture for narrative.

C. Procedure:

1. Review rhyme from Lesson 2.
2. Present listening comprehension narrative and ask questions.
3. Teach dialog:

Elihna: How many students are there?
Maria : There are twenty-five students.
Elihna: We need twenty-five pencils.
Maria : May I pass out the pencils?
Elihna: Yes, thank you.

4. Drills:

a.

Teacher (Using items in room)	Class
How many chairs are there?	There are thirty chairs.
tables	
pencils	
etc.	

b.

Teacher	½ class	½ class
There are ten children.	There are ten children.	There aren't ten children.
twelve boys	...twelve boys.	...twelve boys.
six pigs	etc.	etc.
seventeen chicks		
twenty cows		
three goats		
fifteen monkeys		

c.

Teacher	Class
May I pass out the pencils?	May I _ _ _ _ _?
pass out the paper?	etc.
close the door?	
open the windows?	
sharpen my pencil?	
erase the blackboard?	
borrow your pen?	
use your desk?	
sit on your chair?	

BOOK THREE, Unit VII

Lesson 4

A. Aim of Lesson: To review: Where do you live? I live in Kepinle.
To teach : Are there ________?

B. Visual Aids Needed: Pictures for narrative.
Puppets Elihna and Tony.

C. Procedure:

1. Dramatize the narrative. Assign roles to volunteers.

2. Tell the students, Maria lives in Kepinle. Ask one student, Where do you live? Continue to chain drill around the room.

3. Sing: "Will You Tell Us Where You Live?"
Will you tell us where you live,
You live, you live?
Will you tell us where you live
in Kolonia?
In Porakied, in Kepinle
In Tolonier, in Deweneu
And that is where we live in Kolonia.

4. Teach dialog:

Elihna: Are there any paints in this room?

Tony : Yes. There are some in the closet.

Elihna: Are there some brushes, too?

Tony : Yes Enough for all of us.

5. Drill:
Are there any paints in this room?
brushes
erasers
rulers
crayons
tables
brooms
chairs
wastebaskets
boys
girls
teachers

BOOK THREE, Unit VII

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures of several of the same object. (Pictures from arithmetic class will do.)

C. Procedure:

1. Sing: "I'm Maria" and "I'm Tony"

2. Do dialog variations:

   Tony : Are there any flowers on the table?

   Maria: Yes. There are some.

   Tony : How many are there?

   Maria: (Counts) There are five flowers.

   Substitute other countable items such as pencils, shells, crayons, etc. that will fit the pattern.

3. Play "Oh, No":
   Teacher: (Holding up a picture of three pigs) Maria, there are five pigs.
   Maria : Oh, no there aren't. There are three pigs.
   Teacher: (Holding up a picture of eight balls) Tony, there are twelve balls.
   Tony : On, no there aren't. There are eight balls.
   (Do this with several children then let students take teacher's part.)

4. Drill:

Teacher	Class
There are many children in school.	Yes, there are.
There are many cats in school.	No, there aren't.
There are many babies in school.	No, there aren't.
many books	etc.
many teachers	
many doctors	
There are many doctors in the hospital.	
many mechanics	
many nurses	
many animals	
many beds	
There are many beds at the dock.	
many boats	
many canoes	
many airplanes	
many trains	

ACHIEVEMENT TEST: BOOK THREE, Unit VII

Test A

Structure to be tested: Yes, there are.
No, there aren't.

Items required: Randomized list of students.

Instructions:

Tell the children that you are going to ask them one-at-a-time "Are there any ______ in ______?" They are to answer you, "Yes, there are," or "No, there aren't," depending on whether or not it is factually correct.

Examples:

Teacher: Emiko, are there any children in school?
Emiko : Yes, there are.

Teacher: John, are there any teachers in school?
John : Yes, there are.

Teacher: Rose, are there any trees in school?
Rose : No, there aren't.

Test items: (vary these columns)

Yes, there are.	No, there aren't.
1. Are there any children in school?	...any mothers in school?
books	scooters
teachers	telephones
students	jeeps
2. Are there many beds in the hospital?	...many cats in the hospital?
nurses	mechanics
sick people	books
doctors	crayons
3. Are there any ships at the dock?	...any horses at the dock?
boats	trains
machines	stores
canoes	bicycles
4. Are there any chairs in your house?	...any movies in your house?
girls	cars
boys	carabaos
dishes	telephones

Note: Go through the class twice, making sure that each child has to respond with both a positive and a negative answer.

Scoring: Score 1 point for each answer; therefore, by the end of the test, each child can receive a possible 2 points.

ACHIEVEMENT TEST: BOOK THREE, Unit VII

Test B

Structure to be tested: How many

Items required:
1) Randomized list of students.
2) Bunch of approximately 10 items, such as pencils or marbles.

Instructions:

Tell the children that you will let one of them take a certain number of things from your hand and then that student is to turn to his neighbor and ask, "How many ______ are there?" The student next to him should answer with the correct number.

For example:

Teacher: (Holds out a bunch of 10 pencils)
Enrihke: (Selects 7 of them)
(Turns to his partner Elias)
Enrihke: How many pencils are there, Elias?
Elias : There are 7 pencils,
or
Seven.

Scoring:

Score the child who asks the question 1 point for saying it completely correctly. (It does not matter if his partner answers correctly.)

Listening Comprehension Narrative

Once there lived a little red hen with a cat, a dog, and a pig. The little red hen was always working.

One day, the hen decided to plant some yams. "Who will help me plant the yams?" she asked.

"I won't," said the cat.

"I won't," said the dog.

"I won't," said the pig.

"Then I'll plant the yams myself," said the hen. And she did.

Then the hen asked, "Who will help me put the stones around the yams?"

"I won't," said the cat.

"I won't," said the dog.

"I won't," said the pig.

"Then I'll put the stones around the yams myself," said the hen. And she did.

The yams grew and grew. The little red hen said, "Who will help me dig up the yams?"

"I won't," said the cat.

"I won't," said the dog.

"I won't," said the pig.

"Then I'll dig up the yams myself," said the hen. And she did.

Then the hen asked, "Who will help me make yam cakes?"

"I won't," said the cat.

"I won't," said the dog.

"I won't," said the pig.

"Then I'll make the yam cakes myself," said the hen. And she did.

When the cakes were cooked, the hen asked, "Who will help me eat the cakes?"

"I will," said the cat.

"I will," said the dog.

"I will," said the pig.

"Oh, no," said the hen. "You won't eat the cakes. I'll eat them myself." And she did.

Structures previously taught: will/won't
who _______?
Oh, no.

New for production: myself
with a cat, a dog, and a pig.

New for recognition: always
plant the yams
bake the cakes
eat the cakes

BOOK THREE, Unit VIII

Suggested Comprehension Questions:

1. Who lived with the hen?
2. What was the hen always doing?
3. What did the hen want to plant?
4. Who planted the yams?
5. Did the dog help to plant the yams?
6. Did the cat help to dig the yams?
7. Who make the yam cakes?
8. Did the pig help to make the cakes?
9. Who wanted to eat the cakes?
10. Who ate the cakes?

Vocabulary for this unit:

plant (v)
yams
cakes
dig
stones
make
around
myself
supper
live
whom
hiking

BOOK THREE, Unit VIII

Lesson 1

A. Aim of Lesson: To review the use of "will".

B. Visual Aids Needed: Pictures for narrative.
Action pictures from past lessons.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teacher says what red hen says. Children listen the first time. The second time they repeat after the teacher as a group and then finally as individuals.

   I'll plant the yams.
   I'll dig up the yams.
   I'll put the stones around the yams.
   I'll make the yam cakes.
   I'll eat the yam cakes.

3. Using action pictures from past lessons, have children make their own sentences. Do them as a group first then call on individuals.

   For example:
   I'll sweep the floor.
   I'll open the window.
   I'll erase the board.
   etc.

4. Tell the students that they are going to clean the room on Friday. Ask them what each of them will help to do:

   I'll help sweep the floor.
   I'll help dust the desks.
   I'll help erase the blackboards.
   I'll help clean the closets.
   etc.

BOOK THREE, Unit VIII

Lesson 2

A. Aim of Lesson: Review: "won't", "will"

B. Visual Aids Needed: Pictures for narrative.
Masks for dog, cat, pig, hen.

C. Procedure:

1. Present listening comprehension narrative and ask questions.

2. Teach dialog: (Use masks.)

Hen: Who will help me plant the yams?

Dog: I won't.

Cat: I won't.

Pig: I won't.

Hen: Then I'll plant the yams myself.

(Do dialog variations with similar parts from narrative.)

3. Drills:

a. Who will help me plant the yams?
dig up the yams
make the cakes
eat the cakes
sweep the floor
clean the room
erase the board
cut the grass
wash the dishes
watch the baby

b.

½ class	½ class
I'll help plant the yams.	I won't help plant the yams.
I'll help make the cakes.	I won't help make the cakes.
I'll help cook supper.	I won't help cook supper.
I'll help watch the baby.	I won't help watch the baby.
I'll help clean the house.	I won't help clean the house.

c.

I won't go to church.	I'll go to church.
I won't buy a dress.	I'll buy a dress.
I won't go to the movies.	I'll go to the movies.
I won't sit down.	I'll sit down.
I won't talk to him.	I'll talk to him.
I won't draw a picture.	I'll draw a picture.

BOOK THREE, Unit VIII

Lesson 3

A. Aim of Lesson: To teach: I live with my mother and father.

B. Visual Aids Needed: Pictures for narrative.
Masks for hen, cat, dog, pig.

C. Procedure:

1. Have students dramatize the narrative.

2. Teacher: The little red hen lived with a cat, a dog, and a pig. Who does the little red hen live with?
Class : She lives with a cat, a dog, and a pig?
Teacher: I live with my mother and father?
Whom do you live with, Maria?
Maria : I live with my grandmother.
Whom do you live with, Tony?
Tony : I live with my sister.
Whom do you live with, John?

3. a. Substitution drill:
Whom do you live with?
play with?
walk to school with?
go to church with?
eat with?
go home with?

b. Response drill: (teacher prompts if necessary)

1 student	1 student
Whom do you live with?	I live with my mother and father.
Whom do you play with?	I play with Mary and Sihter.
Whom do you go home with?	I go home with Tony.
	etc.

4. Teach dialog:

Teacher: Where do you live, Maria?

Maria : I live in Kepinle.

Teacher: Whom do you live with?

Maria : I live with my sister.

(When children have mastered the dialog, let them substitute words that are true of themselves for the underlined words.)

BOOK THREE, Unit VIII

Lesson 4

A. Aim of Lesson: To review: Oh, no, she didn't ______.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present reading comprehension narrative and ask questions.

2.

Teacher	Students
The hen lived with the rooster.	Oh, no, she didn't. She lived with the cat, the dog, and the pig.
The cat helped plant yams.	Oh, no, he didn't. The hen did.
The dog helped put the stones around the yams.	Oh, no, he didn't. The hen did.
The pig helped dig up the yams.	Oh, no, he didn't. The hen did.

3. Teach dialog:

Maria: The dog planted the yams.

Tony : Oh, no, he didn't. The hen did.

Maria: The cat ate all the yam cakes.

Tony : Oh, no, he didn't. The hen did.

4. Drills:

a.

½ class	½ class
The cat ate all the yam cakes.	Oh, no, he didn't.
doughnuts	"
rice	"
taro	"
fish	"
chicken	"
candy	"
etc.	

b.

½ class	½ class
The cat didn't eat the yam cakes.	Oh, yes, he did.
doughnuts	
rice	
taro	
fish	
chicken	
candy	
etc.	

BOOK THREE, Unit VIII

Lesson 5

A. Aim of Lesson: To review all structures in this unit.

B. Visual Aids Needed: Pictures for narrative. Masks for animals.

C. Procedure:

1. Have selected children dramatize the narrative. If possible, let them do this for another class of children.

2. Listen:

   Friday is clean up day. We will clean the room and the yard. The girls will sweep the floor and clean the desks. The boys will erase the blackboards, empty the wastebaskets and close the windows.

   Questions:

   a. Will you sweep the floor, boys?
      No, we won't.
   b. Will you clean the desks, girls?
      Yes, we will.
   c. Will you erase the board, boys?
      Yes, we will.
      (etc. Ask individuals as well as group)

3.

Boys	Girls
We will cut the grass.	We won't cut the grass.
We will erase the board.	We won't erase the board.
We will empty the wastebasket.	We won't empty the wastebasket.
We will close the window.	We won't close the windows.
We won't sweep the floor.	We will sweep the floor.
We won't clean the desks.	We will clean the desks.
We won't clean the shelves.	We will clean the shelves.

4. Song: (To the tune of "A Hunting We Will Go")

   A hiking we will go
   A hiking we will go.
   We'll go to the river.
   And have a swim.
   And then we'll go back home.

ACHIEVEMENT TEST: BOOK THREE, Unit VIII

Test A

Structure to be tested: ________live/lives with ________.

Items required: 1) Randomized list of students.
2) Pictures or masks of dog, pig, cat.

Instructions:

Tell the children that you are going to ask them some questions one-at-a-time about whom they live with or whom they play with. They are to answer you saying, "I live with ________," or "I play with ________."

After everyone has had a chance to answer, then you will ask them a question about whom the Hen lives with, and will prompt them with a picture (or mask) of either the dog, pig, or cat.

For example:

Teacher: Gardina, whom do you live with?
Gardina: I live with my mother and father.

Teacher: Maikel, whom do you play with?
Maikel : I play with Mathias.

Later...

Teacher: (hold up a mask of a pig)
Maria, whom does the hen live with?
Maria : She lives with the pig.

Teacher: (hold up a picture or a dog)
Elison, whom does the hen live with?
Elison : She lives with the dog.

Scoring:

On part 1, score each student 1 point for answering correctly, paying particular attention to live with and play with; on part 2, score each student 1 point for answering correctly, paying particular attention to lives with.

ACHIEVEMENT TEST: BOOK THREE, Unit VIII

Test B

Structure to be tested: Will you help me ________?
Yes, I'll help you ________.
No, I won't help you ________.

Items required: Randomized list of students.

Instructions:

Tell the children that you are going to ask them individually to help you do some things. If you shake your head "yes", they are to respond with a positive answer; if you shake your head "no", they are to respond with a negative answer.

For example:

Teacher: Ruth, will you help me sweep the floor?
(nods "yes")
Ruth : I'll help you sweep the floor.

Teacher: Vikter, will you help me erase the board?
(nods "no")
Vikter : I won't help you erase the board.

Go through your randomized list twice, making sure that each student has an opportunity to answer both a positive and a negative statement.

Scoring:

Each child can receive 1 point for answering using "I'll help ________," and 1 point for answering using "I won't ________"; therefore, each child can receive 2 points in total.

Test-items:

sweep the floor
open the window
close the window
open the door
close the door
dust the desks
erase the blackboard
empty the wastebasket
clean the room
pass out the pencils
straighten the desks
dust the shelves
etc.

BOOK THREE, Unit IX

Listening Comprehension Narrative

Many years ago there was an island with many rats. Everyone was unhappy. The rats were so strong, they killed the cats. They fought with the dogs. Nothing and no one was safe from rats.

One day all the people went to the mayor. "We must get rid of the rats," they said. "You must do something."

Just then there was a knock on the door. A strange man came in. He was dressed in strange clothes. He was carrying a flute. "I can help you," he said. "But you must pay me."

"How much will it cost?" the mayor asked.

"A thousand dollars," the man said.

"Very well," the mayor said. "Help us and we'll pay you."

The man began to play his flute as he walked down the street. There was a great noise. All the rats were coming out of the houses. Every rat followed the man. The man led them to the river and all the rats drowned.

The people were very happy. They sang and danced.

The strange man asked the mayor,"May I have my thousand dollars, now?"

"The rats are drowned," the mayor said. "They can't come back. We will pay you fifty dollars."

"You promised to pay me a thousand dollars," the man said. "Pay me or you'll be sorry."

The stranger began to play his flute again. The music was beautiful. This time, all the children followed him. The parents could not stop the children. The stranger led the children up to a door in the mountain side. The strange man and all the children walked in. Then the door closed.

The Mayor and the people tried to find the man and the children. They wanted to pay the man. But they never found him. And they never found the children.

Structures previously taught: will/won't
can/can't

New for production: How much ________?
a thousand dollars
must

New for recognition: never
The rats are drowned.
I can help you but you must pay me.

BOOK THREE, Unit IX

Suggested Comprehension Questions:

1. Why was everyone on the island unhappy?
2. Were the rats strong?
3. What did the people tell the Mayor?
4. What was the strange man carrying?
5. How much did the strange man want?
6. Why did the rats follow the man?
7. Where did they go?
8. What happened to the rats?
9. Did the mayor give the man his money?
10. Was the man angry?
11. Where did all the children go?
12. Did the children and the man come back?

Vocabulary for this unit:

rat
Mayor
eggs
how many
how much
cost
money

cents
chewing gum
matches
mackerel
soap
flute
must

BOOK THREE, Unit IX

Lesson 1

A. **Aim of Lesson:** To review: How many ________?
To teach : How much ________?

B. **Visual Aids Needed:** Pictures for narrative. Flash cards of various numbers and prices (not to exceed 30).

C. **Procedure:**

1. Song: "How Many Fingers"

   How many fingers do you have?
   Do you have? Do you have?
   How many fingers do you have?
   On two little hands?
   Ten little fingers do I have
   Do I have, do I have
   Ten little fingers do I have
   On two little hands.

2. Present listening comprehension narrative and ask questions.

3. Teach dialog: (Mother is baking and she needs some eggs.)

   Mother: Please go to buy me some eggs.

   Maria : How many do you want?

   Mother: Six.

   Maria : How much will it cost?

   Mother: Sixty cents. Here's the money.

4. Drills:

   a. Cue with number flash cards:

½ class	½ class
How many do you want?	Six
How many do you want?	Twenty
etc.	

   b. (Cue with prices on flash cards)

½ class	½ class
How much will it cost?	Thirty dollars
How much will it cost?	Twenty five cents
etc.	

BOOK THREE, Unit IX

Lesson 2

A. Aim of Lesson: To review: I want some ________.
How many ________?
To continue teaching: How much ________?

B. Visual Aids Needed: Pictures for narrative.
Some new pencils and chewing gum.

C. Procedure:

1. Practice song "How Many Fingers?"

2. Present listening comprehension narrative and ask questions.

3. Teach dialog: (Maria and Tony stop at the store on the way to school.)

Maria : I want some pencils.

Storekeeper: How many do you want?

Maria : Two. How much is it?

Storekeeper: Twenty cents.

Tony : I want some chewing gum.

Storekeeper: How many do you want?

Tony : One pack. How much is it?

Storekeeper: Five cents.

4. Drills:
   a. Cue with pictures
      I want some pencils.
      crayons
      chewing gum
      candy
      watermelon
      pineapple
      etc.
   b. Cue with flash cards.

½ class	½ class
How much is it?	Twenty cents.
How much is it?	Five cents.

etc.

Lesson 2

5. Tell children you are going to set up a store. Have them bring empty cans or boxes of items commonly found in local stores. Be sure they wash the cans before bringing them to school. Set up a corner of your room as a store.

BOOK THREE, Unit IX

Lesson 3

A. Aim of Lesson: To teach: I must ________.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Have children pantomine narrative as you redd it. Select a mayor, a man, the rats, and the children.

2. Song: "Hokey Pokey"

Let's do the hokey pokey!
Let's do the hokey pokey!
You put your right hand in.
You take your right hand out.
You put your right hand in
And you shake it all about.
You do the hokey pokey
And you turn yourself around.
That's what it's all about.

(Substitute left hand, right foot, etc.)

3. Teach dialog:

Mother: I must have some matches.

Tony : Right now?

Mother: Yes. You must go to the store now.

Tony : Okay. I'll get two boxes.

4. Drills:

a. I must have some matches.
some rice
some fish
some breadfruit
some taro
some water
etc.

b. You must go to the store.
school
the post office
the bank
to church
the hospital
the garage
etc.

Lesson 4

A. Aim of Lesson: To review: I need ________.
How many ________?

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Have children dramatize the narrative.

2. Do the "Hokey Pokey".

3. Teach dialog:

Mother: Run to the store, Tony.
I need a can of mackerel.

Tony : I need some new zoris, too.

Mother: Okay. Buy your zoris, too.
But don't forget the mackerel.

Tony : I won't.

4. Drills:

I need a can of mackerel.
some zoris.
a box of matches.
etc.

5. Take your children to a local store (arrange in advance with the storekeeper). Ask children to find out prices for various items they have in their "store" in school. Go back to the classroom and price the goods in your "store."

BOOK THREE, Unit IX

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
A classroom store.

C. Procedure:

1. Present listening comprehension narrative and ask questions.
2. Sing: "How Many Fingers?"
3. Dialog: (Use classroom store.)

Tony : I need some soap.
Storekeeper: How many do you want?
Tony : Three bars. How much is it?
Storekeeper: Thirty cents.

(Have other children substitute the item needed. You can assign two storekeepers and have two other children shopping at the same time.)

4. Sing: "Hokey Pokey"

ACHIEVEMENT TEST: BOOK THREE, Unit IX

Test A

Structure to be tested: How many ________?
How much ________?

Items required:
1) Randomized list of students.
2) Pictures of objects that class is familiar with that could be purchased in a store; (use those from the lesson).

Instructions:

Tell the students that you are going to call on them individually, and will show them a picture of something they could buy in a store. You will tell the student, "I want some ________," and he is to ask you, "How many ________do you want?" You will answer him.

Example:

Teacher: (holds up picture of gum)
Jean, I want some gum.
Jean : How many do you want?
Teacher: Two.

Next, tell the students that you will show them individually a picture and will say, "Do you want some ________?", and the student is to answer, "How much ________?"; the teacher will then answer him.

Example:

Teacher: (holds up picture of candy)
Do you want some candy?
Student: How much is it?
Teacher: Five cents.

Scoring:

One the first part, score each student 1 point for asking the question "How many ________" completely correct; on the second part, score each student 1 point for asking the question "How much it it?" completely correct.

ACHIEVEMENT TEST: BOOK THREE, Unit IX

Test B

Structure to be tested: must

Items required: Randomized list of students.

Instructions:

Either in Ponapean or English, describe something you are going to do that would require you to go to a certain building, such as the post office, garage, hospital, etc. Call on an individual to tell you where you must go.

Examples:

Teacher: (speaking in English or Ponapean)
I have a letter I want to mail.
or, I have a letter I want to mail and I need to buy some stamps for it.
Where should I go?

Student: You must go to the post office.

Teacher: I need to get some money; I have a check I want to cash; I want to buy a scooter so I need to get a loan; etc.

Student: You must go to the bank.

Use these places in the test:

the store
the post office
the bank
to church
the hospital
the garage
- any other establishments the students are familiar with

Scoring:

Score each student 1 point for using must completely correctly.

BOOK THREE, Unit X

Listening Comprehension Narrative

Many years ago in a lagoon near Kapingamarangi lived a lobster and a flounder. One day, the lobster said, "Let's play hide-and-seek."

"Okay," said the flounder. "You hide. I'll count to fifty then I'll look for you."

The lobster hid behind a rock. The flounder counted "One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, thirty-one, thirty-two, thirty-three, thirty-four, thirty-five, thirty-six, thirty-seven, thirty-eight, thirty-nine, forty, forty-one, forty-two, forty-three, forty-four, forty-five, forty-six, forty-seven, forty-eight, forty-nine, fifty. Ready or not, here I come."

The flounder found the lobster right away. "Your antennas are long and they stick out," he laughed.

"You hide now," the lobster said.

So the flounder swam to the middle of the lagoon. He stirred up mud so the lobster couldn't see. Then he swam back and hid behind the lobster.

The lobster counted until fifty. "Ready, or not, here I come!" he said. And he began to look for the flounder. The lobster looked and looked but he couldn't find the flounder. "I can't find you," the lobster shouted.

"Here I am," the flounder called. And the lobster found him where he had counted to fifty.

The lobster was angry. "Why did you fool me? You don't play fair!" the lobster said. He stamped on the flounder until the poor fish was flat.

"I'm going. I don't want to play with you," the lobster said.

"Come back. Help me," the flounder said.

"What's the matter now?" asked the lobster.

"You've made me flat. My eye is close to the ground. The dirt gets in my eye. I can't see. Please help me."

"Okay," said the lobster. "I'll take your eye from the bottom and put it on the top. Then it will be out of the mud. But I want you to stay flat. You'll be different from the other fish."

"You're a bad lobster," the flounder said. "But I'm flat now and I can hide in the mud. No one will see me. But you can't hide. Your antennas are long. People will always see you and catch you."

Structures previously taught: Let's ________.
Counting from 1-30
can/can't

BOOK THREE, Unit X

New for production: Counting from 31-50
Past tense: hide/hid
find/found
play/played
look/looked

New for recognition: What's the matter?
You've made me flat.
always

Suggested Comprehension Questions:

1. Where did the lobster and the flounder live?
2. What game did they play one day?
3. How high did the flounder count?
4. Where did the lobster hide?
5. Did the flounder find the lobster?
6. Where did the flounder hide?
7. Did the lobster find the flounder?
8. Was the lobster angry?
9. What did he do to the flounder?
10. Would you like to play with the lobster?

Vocabulary for this unit:

lobster
flounder
Kapingamarangi
lagoon
find
found
hide
hid
papaya
hide-and-seek
play
looked
treasure
hunt
numbers 31-50
rock
help

Lesson 1

A. Aim of Lesson: To review counting 1-30.
To learn to count from 31-50.

B. Visual Aids Needed: Pictures for narrative.
Pictures or real objects to count.

C. Procedure:

1. Ask various children to count the students, chairs, girls, boys, etc. in the room.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach children to play "Hide-and-Seek." If it's a nice day take the children outdoors.

   Select an IT for every six children. That is, if there are eighteen children, there will be three ITs.

   Select a goal. It can be a tree trunk or the wall of a building.

   a. The three ITs face the goal and count aloud from 1-50. The other children run and hide.

   b. Upon reaching 50, the ITs turn around and shout, "Ready or not, here we come."

   c. The ITs search for the hiders. Everytime an IT sees a hider he runs to the goal, calls the name of the hider and shouts "out" (John's out). If the hider reaches the goal first, he is safe.

   d. The first three who are "out" become the next ITs.

4. Have various objects such as shells, stones, books, crayons, etc. that children can count. Have them report to you how many of the item they count.

   There are 45 shells.
   There are 39 books.
   There are 21 crayons.
   etc.

BOOK THREE, Unit X

Lesson 2

A. Aim of Lesson: To teach: hide/hid, find/found.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative. Have children count along with you.

2. Ask questions :

    a. Where did the lobster hide?
    b. Where did the flounder hide?
    c. Who found the lobster?
    d. Did the lobster find the flounder?

3. Teach dialog:

    Tony : Where did the lobster hide?

    Maria: Behind the rock.

    Tony : Did the flounder find him?

    Maria: Yes. Right away.

4. Drills:

    a. Where did the lobster hide?
    crab
    needlefish
    flounder
    shrimps
    etc.

    b. Did the flounder find him?
    shark
    man
    dog
    police
    etc.

BOOK THREE, Unit X

Lesson 3

A. Aim of Lesson: To continue practice of hide/hid; find/found.

B. Visual Aids Needed: Pictures for narrative.
Objects for "Treasure Hunt".

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Call on three children to come to the front of the room. Have one be IT and the others hide. Then ask the class:

   a. Where did A hide?
   b. Where did B hide?
   c. Who did IT find first?
   d. Who did IT find second?

3. Chain drill:
   Present that you are going to play "Hide-and-Seek." Tell where you're going to hide.

   A: I'll hide under the desk.
   Where will you hide?
   B: I'll hide behind the chair.
   Where will you hide?
   C: I'll hide in the closet.
   Where will you hide?
   etc.

4. Play "Treasure Hunt":

   Explain to the children that you have a treasure. It can be a mango, or an apple or a new pencil - whatever you have on hand. Tell them you have hidden it somewhere in the room. They must be quiet while hunting. When someone finds the "treasure" he must say, "I found it."

   Following above explanation, the teacher says:

   Teacher: Who will find the treasure?

   Will you find it, John?

   John : Maybe I'll find it.

   Teacher: Will you find it, Mary?

   Mary : I don't know. Maybe Elsin will find it.

BOOK THREE, Unit X

Lesson 3

After hunting teacher asks two questions:

1. Who found the "treasure"? *(Tony found it.)
2. What did Tony find? *(Tony found a doughnut.)

* anticipated answer from students

BOOK THREE, Unit X

Lesson 4

A. Aim of Lesson: To teach the regular past tense:
play/played
look/looked

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative.
   Have two children pantomine the flounder and the lobster.

2. Ask these questions:
   a. What did the lobster and the flounder play?
   b. Where do you think the lobster looked for the flounder?

* 3. Teacher: I lost my key. Please help look for it.

(Everyone looks around for the key.)

Student: Here it is.

Teacher: Thank you. Where did you find it?

Student: On your desk.

* 4. Chain Drill:

Teacher: Where did you look, John?

John : I looked in the closet.
Where did you look, Rena?

Rena : I looked in her desk.
Where did you look, Elsin?
etc.

5. Drills:

½ class	½ class
Everyday I play with my friends.	Yesterday I played with
my sister	my friends.
my neighbor	Yesterday I played with
my classmates	my sister.
my brother	etc.
my toys	
mt dog	

* Steps 3 and 4 can be done with other items. Let students play the role of the teacher.

BOOK THREE, Unit X

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Tell the narrative. Have students help you where they can.

2. Teach song: "I Found a Papaya" (Tune: "I Found a Peanut")

½ class	½ class
1) I found a papaya, I found a papaya, I found a papaya yesterday.	2) Where did you find it? Where did you find it? Where did you find it yesterday?
I found a papaya, I found a papaya, I found a papaya Yesterday.	Where did you find it? Where did you find it? Where did you find it yesterday?
3) On a tree, on a tree, On a tree, yesterday.	4) Where's the papaya? Where's the papaya? Where's the papaya right now?
5) On the table	6) Let's eat it.

3. Drills:

	½ class	½ class
a.	I'll hide the treasure.	I'll hide the treasure.
	Tony	Tony will hide the treasure.
	book.	Tony will hide the book.
	hid	Tony hid the book.
	eraser.	Tony hid the eraser.
	Mary	Mary hid the eraser.
	clock.	Mary hid the clock.
	will hide	Mary will hide the clock.
b.	Father found a lobster.	Father found a lobster.
	flounder.	Father found a flounder.
	John	John found a flounder.
	crab.	John found a crab.
	shell.	John found a shell.
	Sihter	Sihter found a shell.
	fish.	Sihter found a fish.

BOOK THREE, Unit X

Lesson 5

c.	Everyday I play baseball.	Yesterday I played baseball.
	with Tony.	Yesterday I played with Tony.
	Everyday I look for shells.	Yesterday I looked for shells.
	crabs.	Yesterday I looked for crabs.
	Everyday I hide my toys.	Yesterday I hid my toys.
	zoris.	Yesterday I hid my zoris.
	Everyday I find a new book.	Yesterday I found a new book.
	friend.	Yesterday I found a new friend.

ACHIEVEMENT TEST: BOOK THREE, Unit X

Test A

Structure to be tested: Counting from 31-50.

Items required: Randomized list of students. (Needed for all three tests.)

Instructions:

Tell the children that you are going to call on them individually and will ask them to count. They are to do what you instruct them to. Ask each individual to count from either 30 to 40, or from 40 to 50, or from 35 to 45.

Example:

Teacher: Presly, count from 30 to 40.
Presly : 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40.

Teacher: Rita, count from 35, to 45.
Rita : 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45.

Scoring:

Score each student 1 point for counting in a completely correct sequence.

ACHIEVEMENT TEST: BOOK THREE, Unit X

Test B

Structure to be tested: played
looked

Items required: Pictures of objects the children are familiar with, or real objects.

Instructions:

Before beginning the test, divide the children into pairs, either sitting together or standing together. Calling on one of the children in a pair, ask him, "Who did you play with yesterday?" The child is to answer, "I played with ________."

Example:

Teacher:	(looking at John and Mary) John, who did you play with yesterday?
John :	I played with Mary.
Teacher:	Mary, who did you play with yesterday?
Mary :	I played with John.

Listen carefully for the /-d/ sound at the end of the past-tense verb.

Next, hold up pictures of objects or the real objects to individual children one-at-a-time. Ask that child, "What did you look for yesterday?" He is to answer, "I looked for ________."

Listen carefully for the final /-t/ sound on the past-tense verb.

Scoring:

On part 1, each student can receive 1 point for saying played correctly; on part 2, each student can receive 1 point for saying looked correctly.

Remember: It will be difficlut to hear the /-d/ and /-t/ of these verbs, but they must have those sounds or the verb will not be past tense.

ACHIEVEMENT TEST: BOOK THREE, Unit X

Test C

Structure to be tested: hide/hid
find/found

Items required:
1) 3 boxes about the size of a shoebox or 12x6x6, (ones that are large enough for the objects listed below to fit under).
2) Various objects, such as a mango, pencil, ball, zori, dish, necklace, slingshot, etc.

Instructions:

On a table in front of the room, put the three boxes upside-down where all the students can see them clearly. Hold up each of the objects one-at-a-time and name them so as to familiarize the students with their names.

Tell the children that you are going to call on them two at a time to come to the front of the room to do a dialogue. One child will place one of the objects under one of the boxes while the other student closes his eyes. They are to do the dialogue below:

Example:

Mary: (places a mango under the middle box)
John: (keeps his eyes closed and doesn't see where she has placed the mango; the class looks on)

Mary: I hid the mango.
John: Where did you hide it?
Mary: Look. Can you find it?
John: (looks under each of the boxes until he finds it) I found it.

Note: Any other conversation that goes on between the two students is alright, and can even be encouraged; however, they should understand that one is to use hid and find and the other is to use hide and found.

Scoring:

Score each student 1 point for using each verb in a correct way; in other words, each student can receive 2 points.

VOCABULARY INTRODUCED IN BOOK THREE

again
around
asleep

basket
borrow
brushes
buy

cakes
cents
chew
chewing gum
children
climb
coat
come in
cost
count

dig
dock
doing

eggs
eighteen
eleven
empty
enough

feel
fifteen
fifty
find
fish (v.)
flounder
flute
forty
found
fourteen
friend
funny

going
grandmother

have
help
here
hid
hide
hide-and-seek
hiking
hood
hospital
house
how
how many
how much
hunt

into

Kapingamarangi
knock

lagoon
laugh
lazy
lie
lion
lobster
look
looked

mackerel
make
many
marbles
matches
may
mayor
mine
mirror
missing
money
mouse

must
myself

nineteen
now
numbers 21-50

outside
over

paints
papaya
pass out
plant (v.)
play

rat
rock
rope

saw
second
see
seventeen
sew
sick
sixteen
soap
smell
stones
store
supper

their
there
thirteen
thirty
twelve
twenty

us

watch out
wave
where
who
whom
whose
will
witch
wolf
won't
work

yams

zero

ED033340

CURRICULUM RESEARCH CONTRACT
Project Number 6-1025
Grant Number 4-7-01025-2077

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ENGLISH

BOOK IV

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ED033340

Curriculum Research Contract
Project Number 6-1025
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ENGLISH

Book IV

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University of Hawaii
Honolulu, Hawaii
June, 1969

Corpus (Book IV)

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INTRODUCTION

The emphasis in the following units is twofold: listening comprehension and oral production. At the beginning of each unit, there is a narrative. The teacher tells the narrative to the children, using the accompanying pictures, gestures, expressions - anything that will help the children to understand.

After the students have heard the story in English, comprehension questions are asked in Ponapean to ascertain that the narrative has been understood. If the students have not understood the story, it should be summarized (not translated) into Ponapean for them. (This will probably have to be done with the first few narratives.)

Do not expect complete comprehension at the first presentation of the narrative. The story will be repeated in English everyday of the unit.

Most of the structures in the narrative are presented for comprehension and not for production. Structures for production will be extracted from the narrative and presented usually in the form of a dialog.

Aim of Lesson: At the beginning of each lesson there is a statement of the aims for the lesson. Be sure you read this before you teach the lesson.

Visual Aids Needed: All the visual aids - pictures, objects, etc. are listed. Look this part over so you will know what aids you will need. Most of the pictures are provided for you. Color the pictures and mount them on hard paper for easier handling. Real objects you are expected to prepare. Do not hesitate to make your own aids that you think might be helpful.

Procedure: The procedure tells you step by step how to proceed with the lesson. Follow the steps carefully. You may insert songs and relaxation activities in between steps when children seem restless.

Dialog:

Dialog should be taught as follows:

1. The teacher models the dialog. Students listen.
2. Teacher repeats the dialog. Children repeat.
3. Divide class into two parts. One-half takes one role; other half takes the other role. (Teacher can prompt both halves.)
4. Assign parts to rows of students.
5. Assign parts to individuals.
   (It is not asked that all students must have a chance to participate individually daily. Rotate so that everyone has a turn as least once every two days.)

Songs: The songs are a part of the lesson. They have been chosen either to reinforce a pattern or to practice certain sounds. The songs provide a useful break for the students. All of the songs have been recorded on tape. Use the tape to teach the song if you cannot sing well.

Physical Education Activities: These activities are provided for two reasons:

1. To give opportunity for little children to move around in an orderly way to counteract the restlessness resulting from sitting too long.
2. To provide language practice in listening to and obeying commands. The teacher should first demonstrate the activity while the students watch. The second time the children try to follow the motions. When the children know the activity well, a student may be called on to act as leader.

Drills: The drills are provided to give practice in using the structures. In doing drills with the class, work for entire group response at first then smaller groups until you get down to individual responses.

Achievement Tests of Units: An achievement test (or tests) follows each unit of this book. The test is to be used by the teacher to evaluate what proportion of the class has mastered certain structures taught in that unit. However, not necessarily all the structures presented in the unit are tested.

The format of the tests is as follows:

1) Indication of the structure(s) to be tested.

2) List of items needed to give the test, such as certain visual-aids.

3) Instructions as to how to give the test, usually including examples for the teacher and/or the students.

4) Instructions as to how to score the test.

Each test should be looked over by the teacher several days before it is given so as to insure easy presentation. Also, it will allow ample time to make or gather the needed visual-aids.

After the test is completed, the teacher will want to find what proportion of his class seemingly has mastered the tested structures. This is called finding the class-percentage-right. Here is how to compute class-percentage-right:

DIVIDE THE NUMBER OF TOTAL POSSIBLE CORRECT ANSWERS INTO THE NUMBER OF ACTUAL CORRECT ANSWERS.

For example:

1) If each child can receive 1 point for answering correctly, and if you ask 20 children, then there are 20 possible correct responses.

2) If the scores of those 20 children were as follows, it can be seen that there were 10 actual correct responses:
1,0,1,0,0,0,1,1,0,0,1,1,1,0,1,0,1,0,1,0

3) If the total number of possible correct answers is divided into the number of actual correct answers, it is:

$$\frac{10 \text{ (actual)}}{20 \text{ (possible)}} = .50 \text{ or } 50\%$$

4) Therefore, 50% or half the class has mastered the structure.

SOMETIMES a test will allow more than 1 point per child, such as in the more advanced written tests. In this case, there are many more possible correct responses than on the individual oral tests.

How to compute class-percentage-right on tests that give more than 1 point per student:

MULTIPLY THE TOTAL NUMBER OF POSSIBLE CORRECT ANSWERS OF THE TEST BY THE NUMBER OF STUDENTS TAKING THE TEST: DIVIDE THAT NUMBER INTO THE TOTAL COUNT OF ACTUAL CORRECT ANSWERS OF ALL THE STUDENTS.

For example:

1) If the test has 10 sentences of one blank each to be filled in, then each student can receive a possible 10 points.

2) If there are 20 children in the class, by multiplying 20 times 10 (i.e., number of students times number of possible answers), the result is 200.

   Therefore, the number of possible correct answers for the entire class is 200.

3) Here are the scores (actual correct answers) of the 20 children:

5 8 5 5 9 10 10 4 0 0
3 5 7 8 9 1 7 3 3 8

Adding these scores together, the total count of actual correct answers is 110.

4) Looking at the original formula, multiply the total number of possible correct answers by the number of students taking the test (20); divide that number (200) into the total count of actual correct answers (110) of all the students.

$$\frac{110}{200} = .55 \text{ or } 55\%$$

5) Therefore, 55% or a little over half the class has mastered the structure. However, this statistic may disguise the fact certain parts of the test had been mastered and other parts had not. It would be wise to review the test papers to see if the errors were on the part of certain children or on certain test items.

Almost all the aural-oral tests require a randomized list of the students of the class being tested. This can be accomplished by drawing their names out of a box before class. This will insure impartial selection of students as they are called upon to answer orally.

In the beginning books especially, the tests have been written to be presented aurally and responded to orally; obviously, this is because young beginning English students cannot read or write. However, as the books progress, more and more of the tests are written so as to be presented in written form or aurally, and to be answered on paper. These latter tests, being written rather than oral, therefore, enable more questions to be asked of more pupils. This should be taken into account when computing class-percentage-right, (as previously explained).

It is understood that not all of the students will have mastered the structures taught in a unit in just one week. It is for this reason that the achievement tests are included after every unit. Hopefully, the tests will give the teacher an indication of the number of students who have learned the structures, or which structures have been mastered.

BOOK FOUR, Unit I

Listening Comprehension Narrative

Maria's birthday was on Friday. Maria's mother wanted to make doughnuts. She needed some flour, some baking powder, some salt and some sugar. She found some flour, some baking powder, and some sugar but there wasn't any salt.

"Please go to the store and buy some salt," mother told Maria. "And buy some cooking oil, too."

Maria went to the store. "I want some salt and some cooking oil," she said. "How much is it?"

"The salt is thirty cents and the oil is fourty-two cents," the storekeeper said. "Seventy-two cents all together."

Maria ran home. "Here I am, mother," she called. "I bought the oil and the salt."

"Good," mother said. "As soon as your father brings the eggs, we can make the doughnuts."

When father came home, Maria and mother made the doughnuts. They measured the salt, sugar, flour and baking powder. They measured the oil and milk. They sifted the salt, sugar, flour and baking powder. They mixed the salt, flour, baking powder and the milk. Then they fried the doughnuts.

On Friday, Maria took the doughnuts to school. She told the teacher, "Today is my birthday. I want to share these doughnuts with my classmates."

Maria gave each of her classmates a doughnut. They all sang "Happy Birthday" to her.

Structures previously taught: Days of week
I want ________.
Past tense
How much ________?

New for production: none (review unit)

New for recognition: as soon as _ _ _ _ _
When father comes home

Suggested comprehension questions:

1. When was Maria's birthday?
2. Who made the doughnuts?
3. What did Maria buy at the store?
4. What did father go to get?
5. What did Maria do with the doughtnuts?
6. What did the class sing?

BOOK FOUR, Unit I

Lesson 1

A. Aim of Lesson: To review the days of the week, days in a week, school days in a week.

B. Visual Aids Needed: Pictures for narrative, a calendar.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach song "Happy Birthday":

   Happy Birthday to you,
   Happy Birthday to you,
   Happy Birthday, dear Maria,
   Happy Birthday to you.

   (Have children check with their parents and then report back on their birthdays. Mark them on the calendar. Sing this song each day someone has a birthday.

3. Teacher: Maria's birthday was on Friday.
   What day is it today?
   Class : Today is Wednesday.
   Teacher: What day is it tomorrow?
   Class : Tomorrow is Thursday.
   Teacher: What day was it yesterday?
   Class : Yesterday was Tuesday.
   Teacher: How many school days are there in a week, Ahpel?
   Ahpel : Five.
   Teacher: Can you name the school days in the week, Kadlin?
   Kadlin : Monday, Tuesday, Wednesday, Thursday, Friday.
   Teacher: How many days are there in a week, Moses?
   Moses : There are seven days in a week.
   Teacher: Can you name the days of the week, class?
   Class : Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

4. Teach dialog:

   Teacher: What day is it today?

   Maria : Today is Wednesday.

   Teacher: Is it a school day?

   Maria : Yes, it is.

   Teacher: Can you name the days of the week?

   Maria : Yes. Sunday, Monday, Tuesday, Wednesday,

   Thursday, Friday, Saturday.

BOOK FOUR, Unit I

Lesson 2

A. Aim of Lesson: Review: How much is it?
Seventy-two cents.
Practicing numbers 1-50.

B. Visual Aids Needed: "Classroom Store"; price flashcards.
Real objects or pictures for counting.

C. Procedure:

1. Teach dialog:

Mother : Please go to the store and buy some salt and some cooking oil.

Maria : (Goes to store) I want some salt and some cooking oil.

Storekeeper: Here's the salt and there's the cooking oil.

Maria : How much is it?

Storekeeper: Seventy-two cents.

(When children have mastered the dialog, change salt and cooking oil to other items found in your "Classroom Store".)

2. Drills:

a.

I want some salt.	I need some salt.
I want some cooking oil.	I need some cooking oil.
I want some flour.	I need some flour.
I want some sugar.	I need some sugar.
I want some baking powder.	I need some baking powder.
I want some eggs.	I need some eggs.

b. Response drill: (Cue price with flash cards)

½ class	½ class
How much is it?	50¢
"	34¢
"	28¢
"	19¢
"	23¢
"	47¢

etc.

Lesson 2

c. Chain drill: (Give each student a card with a price on it.)

X: I have 28¢.
How much do you have?
Y: I have 15¢.
How much do you have?
Z: I have 48¢.
How much do you have?

3. Song: "I Have Two Hands".

1) I have two hands (hold up hands)
They belong to me (point to self)
I can make them do things
Would you like to see?
I can clap them together (clap)
Or open them wide (open wide)
I can wave at somebody (wave)
Or make them hide. (hide behind self)

2) I have ten fingers
They belong to me
I can make them do things
Would you like to see?
I can make them snap (snap fingers)
I can close them tight (make into fists)
I can make them wiggle (wiggle fingers)
Or scratch a bite. (scratch)

4. Group children into threes or fours. Give them each a picture or some real objects to count. Be sure the number does not go higher than 50. Have members of each group check each other's counting. After they have re-checked, have them report to the class how many there are of each object.

BOOK FOUR, Unit I

Lesson 3

A. Aim of Lesson: To review the past tense.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing "I Found a Papaya".
2. Tell narrative in the following modified way:

    Maria's mother needed some flour, some baking powder, some salt and some sugar.

    She found some flour, some baking powder, and some sugar. She needed some salt.

    Maria went to the store.

    She bought some salt and some cooking oil. She ran home.

    Maria and mother measured the salt, sugar, flour and baking powder. They measured the oil and milk. They sifted the salt, sugar, flour and baking powder. They mixed the sugar, oil and eggs. They mixed the salt, flour, baking powder and milk. Then they fried the doughnuts.

    Ask these questions:
    a. What did Maria's mother need?
    b. What did she find?
    c. What did Maria go to buy?
    d. Did she run home?
    e. What did Maria and mother do first?
    f. What did they do next?
    g. What did they do last?

3. Drills:
    a. Maria's mother needed some flour.
        sugar
        salt
        baking powder
        eggs
        cooking oil
        milk

    b. Maria and mother measured the flour.
        sugar
        salt
        etc.

    c. They mixed the milk and eggs.
        oil and sugar
        flour and salt
        etc.

4. Repeat the modified narrative (#2). Have children repeat each line after you.

BOOK FOUR, Unit I

Lesson 4

A. **Aim of Lesson:** To continue reviewing the past tense.
Also review the future tense.

B. **Visual Aids Needed:** Pictures for narrative.

C. **Procedure:**

1. Try to have children re-tell the modified narrative from Lesson 3, #2. Teacher might prompt with cues like, "Maria's mother needed ----" or "Maria and mother measured ---", etc.

2. Teacher re-tells the same modified narrative as children listen. Ask the same questions. (This is really a repetition of Lesson 3, #2.)

3. Drills:

a.

½ class	½ class
Mother will need some flour.	Mother needed some flour.
Mother will need some salt.	Mother needed some salt.
sugar	sugar
baking powder	baking powder
eggs	eggs

etc.

b.

Maria will measure the salt.	Maria measured the salt.
sugar	sugar

etc.

c. Moving slot substitution:

Teacher	Class
Maria sifted the flour.	Maria sifted the flour.
measured	Maria measured the flour.
Mother	Mother measured the flour.
mixed	Mother mixed the flour.
eggs.	Mother mixed the eggs.
milk	Mother mixed the milk.
Maria	Maria mixed the milk.
salt	Maria mixed the salt.
sifted	Maria sifted the salt.
Mother	Mother sifted the salt.
baking powder	Mother sifted the baking powder.

4. Sing: "I Have Two Hands"

BOOK FOUR, Unit I

Lesson 5

A. Aim of Lesson: To continue reviewing the past tense.

B. Visual Aids Needed: Pictures for narrative; action pictures.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Have children dramatize narrative.

3. Children listen as teacher shows appropriate pictures and says:

   I brush my teeth every morning.
   I comb my hair every morning.
   I walk to school every morning.
   I change my clothes every day.

   Teacher repeats each sentence and children repeat after teacher.

4. Teacher: What day is today?
   Class: Today is Tuesday.
   Teacher: What day was it yesterday?
   Class: Yesterday was Monday.
   Teacher: (Showing pictures again.)
   Yesterday I brushed my teeth.
   Yesterday I combed my hair.
   Yesterday I walked to school.
   Yesterday I changed my clothes.
   (Then teacher repeats and students repeat after teacher.)

5. Divide class into two groups:

   ½ class
   Every morning I brush my teeth.
   Every morning I comb my hair.
   Every morning I walk to school.
   Every morning I change my clothes.

   ½ class
   Yesterday I brushed my teeth.
   Yesterday I combed my hair.
   Yesterday I walked to school.
   Yesterday I changed my clothes.

Lesson 5

6. Teach dialog:

Tony : I walked to school yesterday. Did you?
Maria: I walk to school every day.
Tony : Did you walk to school yesterday?
Maria: No. It was Sunday.

ACHIEVEMENT TESTS: BOOK FOUR, Unit I

Test A

Structure to be tested: past, present, and future-tense verbs

Items required:
1) Randomized list of students.
2) Pictures of actions, such as changing clothes, combing hair, brushing teeth, etc.

Instructions:

Tell the children that you are going to ask individuals questions about what they do everyday, or what they did yesterday, or what they will do tomorrow. You will show them pictures to clue them.

The test will be in three separate parts. Begin first with the present tense. Go through all the pictures several times; you need not test every student.

Example:

Teacher: (holds up picture of "combing hair")
What do you do everyday?
Student: I comb my hair.

Next, test the past tense. Again, go through the pile of pictures several times, but you need not test every student.

Example:

Teacher: (holds up picture of "brushing teeth")
What did you do yesterday?
Student: I brushed my teeth (yesterday).

Last, test the future tense. Use the same procedure as with other two.

Example:

Teacher: (holds up picture of "changing clothes")
What will you do tomorrow?
Student: I'll (I will) change my clothes.

Scoring:

On each of the three parts, each student tested can receive 1 point. Although you need not test every child on all three parts, you should test each student the same number of times. Be sure to take this into consideration when computing class-percentage-right.

ACHIEVEMENT TESTS: BOOK FOUR, Unit I

Test B

Structure to be tested: days of the week

Items required:
1) Randomized list of students
2) Large calendar of one week as in Book Two, Unit VIII, Lesson 1.

Instructions:

Put the calendar on the board and review it very briefly with the class.

Tell the children that you are going to call on them individually to ask each one a question about the days of the week.

Ask the questions listed below in the order listed. When you have completed the list, begin again until each student has had an opportunity to answer.

Test-items:

1. What day is today?
2. What day is it tomorrow?
3. What day was it yesterday?
4. How many days are there in a week?
5. How many school days are in a week?
6. How many no-school days are in a week?
7. Name the days of the week.
8. Name the school days in the week.
9. Is today a school day?
10. Is tomorrow a school day?

Scoring:

Each student can receive 1 point.

BOOK FOUR, Unit II

Listening Comprehension Narrative

It was Sunday morning. When Tony woke up it was raining. The wind was blowing hard, too. He washed his face and brushed his teeth. He wanted to go to Sunday school. He wanted the rain to stop. He washed his face and he combed his hair. Then he sat and waited.

When the rain finally stopped, he said, "I'm going now, mother."

"Take the umbrella," she said, "It might rain again."

When Tony got to church, it was closed. A policeman was standing near the church. "Go home, Tony," the policeman said. "We're going to have a typhoon. There will be no Sunday school class today."

So Tony turned around and started to walk home. As he walked by some tall grass he heard some crying sounds. He stopped and looked in the grass. There were three little puppies. They were cold and wet.

"Poor puppies," Tony said. "I'll take you home." He put them in his shirt and carried them home.

When he got home, Tony told his mother, "There's no Sunday school class today. The church is closed. We're going to have a typhoon."

"What's that in your shirt?" mother asked.

"I found these puppies on the roadside. They're wet and cold. They're hungry, too."

"I'll get some towels to dry them," mother said. "Poor, puppies."

"Is there some milk for them?" Tony asked.

"No. We don't have any milk," mother said. "But we have some warm chocolate. The puppies drank all the chocolate. They weren't cold anymore. They weren't wet and hungry. They were warm and full and dry. They cuddled together and went to sleep.

Structures previously taught: He wanted __________
Past tense
What's that?

New for production: They were wet.
They were cold.
They were wet and cold.
They weren't hungry.

New for recognition: some/any
when clauses

BOOK FOUR, Unit II

Listening Comprehension Narrative

Suggested comprehension questions:

1. What did Tony do when he got up?
2. Where did he want to go?
3. What kind of day was it?
4. What did the policeman tell Tony?
5. What did Tony find in the grass?
6. Were the puppies cold and wet?
7. What did Tony do with the puppies?
8. What did mother get to dry the puppies?
9. What did they feed the puppies?
10. Was there any milk in the house?
11. Do you think the puppies were happy?

Vocabulary for this unit:

puppies
warm
hungry
wet
dry
cold
full
rain
church
take
feed
says
chocolate
weren't
home
policeman
typhoon

BOOK FOUR, Unit II

Lesson 1

A. Aim of Lesson: To review the regular past tense.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Pronunciation Rhyme: /ey/

   Rain, rain go away
   Come again some other day.
   Little Salik wants to play.

3. Teacher says:

   Tony washed his face.
   He brushed his teeth.
   He combed his hair.
   He changed his clothes.
   He wanted to go to Sunday school.
   He waited until the rain stopped.
   He walked to the church.

   Children repeat each sentence after teacher.

4. Teacher asks and children answer in complete sentences:

   1. Did you help your mother yesterday?
      (Yes. I helped my mother.)
   2. Did you watch the baby yesterday?
      (Yes. I watched the baby yesterday.)
   3. Did you play yesterday?
      (Yes. I played yesterday.)
   4. Did you wash the clothes yesterday?
      (Yes. I washed the clothes yesterday.)
   5. Did you talk to the teacher yesterday?
      (Yes. I talked to the teacher yesterday.)
      etc.

BOOK FOUR, Unit II

Lesson 2

A. Aim of Lesson: To review irregular verbs.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Review of regular past tense. Say the sentences and have children repeat:

   Tony washed his face.
   He brushed his teeth.
   He combed his hair.
   He changed his clothes.
   He wanted to go to Sunday school.
   He waited until the rain stopped.
   He walked to the church.

3. Teacher says:

   Tony saw a policeman.
   He said, "Go home, Tony."
   Tony went home.
   On the way he found some puppies.
   He took them home.
   He fed them warm chocolate.
   They drank all the chocolate.

   Children repeat sentences after teacher's model.

4. Drills:

   a.

Teacher	Class
saw	Tony saw a policeman.
drank	The puppies drank all the chocolate.
found	Tony found some puppies.
fed	He fed them.
took	Tony took the puppies home.
"Go home"	The policeman said, "Go home, Tony."

   b.

½ class	½ class
Tony sees a policeman.	Tony saw a policeman.
He says, "Go home, Tony."	He said, "Go home, Tony."
Tony goes home.	Tony went home.
On the way he finds some puppies.	On the way he found some puppies.
He takes them home.	He took them home.
He feeds them warm chocolate.	He fed them warm chocolate.
They drink all the chocolate.	They drank all the chocolate.

BOOK FOUR, Unit II

Lesson 3

A. Aim of Lesson: To review: I want ____________.
To teach : He wanted __________.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review pronunciation rhyme from Lesson 1, #2.

2. Present narrative and ask comprehension questions.

3. Teach dialog:

   Tony : I want the rain to stop.

   Mother: It will. Just wait.

   Tony : I want to go to Sunday school.

   Mother: I want you to take the umbrella.

4. Drills:
   a. I want the rain to stop.
      sun to shine
      bell to ring
      teacher to come
      baby to sleep
      puppies to eat
   b. I want to go to Sunday school.
      school
      Net
      church
      Guam
      Kepinple
   c. I want you to take the umbrella.
      eat your breakfast
      drink your milk
      sweep the house
      study your lessons
      wash the dishes
      brush your teeth
      etc.

5. Re-do all the drills. This time have ½ class repeat and the other ½ change the sentence to the past tense. For example:

	½ class	½ class
a.	I want the rain to stop.	I wanted the rain to stop.
b.	I want to go to Sunday school.	I wanted to go to Sunday school.
c.	I want you to take your umbrella.	I wanted you to take your umbrella.

Lesson 4

A. Aim of Lesson: To teach: They were cold. They were hungry.
They were cold and hungry.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "Clap, Clap, Clap" (Watch pronunciation of /æ/)
    With my hands I clap, clap, clap, (clap hands)
    With my feet I tap, tap, tap, (tap feet)
    Clap, clap, clap, (clap hands)
    Tap, tap, tap, (tap feet)
    Then I turn (turn around)
    And take my seat. (sit down)

2. Present narrative and ask comprehension questions. (Have selected children pantomime narrative as you read it.)

3. Teach dialog:

    Maria: The puppies were wet and cold.

    Tony : They were hungry, too.

    Maria: They drank warm chocolate. Then they were full.

    Tony : And they were dry and warm.

4. Drills:
    a. The puppies were wet.
    cold
    hungry
    tiny
    dry
    warm
    full

    b.

The puppies were wet. They were cold.	The puppies were wet and cold.
The puppies were cold. They were hungry.	The puppies were cold and hungry.
The puppies were wet. They were hungry.	The puppies were wet and hungry.
The puppies were warm. They were dry.	The puppies were warm and dry.
The puppies were warm. They were full.	The puppies were warm and full.

BOOK FOUR, Unit II

Lesson 5

A. Aim of Lesson: To review: They were cold and hungry.
To teach : They weren't hungry.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Select certain children to dramatize the narrative.

2. Teach dialog:

When Tony brought the puppies home they were wet and cold. They were hungry. Mother dried them with the towel and gave them chocolate to drink.

Maria: Then the puppies were dry and warm.

Tony : They weren't wet and cold.

Maria: And they were full.

Tony : They weren't hungry anymore.

3. Practice song "Clap, Clap, Clap."

4. Drills:

a.

½ class	½ class
They were wet.	They weren't wet.
They were cold.	They weren't cold.
hungry	They weren't hungry.
tiny	They weren't tiny.
warm	They weren't warm.
full	They weren't full.
dry	They weren't dry.

b.

½ class	½ class	
The puppies were warm.	No, they weren't.	They were cold.
The puppies were full.	No, they weren't.	They were hungry.
The puppies were dry.	No, they weren't.	They were wet.
The puppies were fat.	No, they weren't.	They were thin.
The puppies were big.	No, they weren't.	They were small.
The puppies were quiet.	No, they weren't.	They were noisy.

5. Review pronunciation rhyme from Lesson 1, #2.

ACHIEVEMENT TEST: BOOK FOUR, Unit II

Structure to be tested: They were __________.
They weren't___________.
Vocabulary of adjectives.

Items required: Randomized list of students.

Instructions:

Before beginning the test, review the words listed below with the class. Either in Ponapean or English, explain to them that you want to know the opposite of each.

wet - dry
cold - warm
hungry - full
big - small (tiny)
fat - thin
quiet - noisy

Tell the students that you are going to say a sentence about the puppies they've been talking about during the week. You'll say, "The puppies were ___(wet)___." Then you will call on an individual. That student is to say the opposite. He is to say, "No, they weren't. They were (dry)."

Examples:

Teacher:	The puppies were cold.
Student:	No, they weren't. They were warm.
Teacher:	The puppies were hungry.
Student:	No, they weren't. They were full.

Scoring:

Keep two separate columns of scores. Score 1 point for "They were," and score 1 point for using the correct adjective. Therefore, each student can receive 2 points.

BOOK FOUR, Unit III

Listening Comprehension Narrative

The next Sunday was bright and sunny. Tony and Maria went to Sunday school. They were very early. The church was still closed. They sat on the steps and waited.

"What's that?" Maria asked, pointing to a new building.

"I don't know. Let's go and find out," Tony said.

They ran down the hill and across the street. The door to the new building was closed. Tony and Maria looked through the screen.

"I see lots of bananas," Maria said.

"And I see lots of eggplants," Tony said. "There are some limes and papayas, too."

"There's some sugar cane and yams on the floor," Maria said. "This must be a store."

"Look, there's a sign. 'Farmers' Market'," Tony read. "It's a 'Farmers' Market', Maria."

On Monday Tony and Maria told their classmates about the new "Farmers' Market."

"What do they sell?" Antonio asked.

"There are lots of fruits and vegetables," Maria said. "There are lots of bananas, papayas, limes, cucumbers, eggplants, and yams."

"Are there any candies?" Monalisa asked.

"No, there aren't any candies," Tony said.

"Are there any shoes?" Ioanis asked.

"No, there aren't any shoes," Maria answered. "It's a farmers' market. The farmers bring what they plant."

"Farmers don't plant candies and shoes," Tony said. "So there aren't any candies or clothes in the Farmers' Market."

Structures previously taught: What's that?
There are/aren't

New for production: lots of; some/any
names of fruits/vegetables

New for recognition: The farmers bring what they plant.
It's a farmers' market.

Suggested comprehension questions:
1. Why was the church closed?
2. What was the new building?
3. Why was it locked?
4. What do they sell at the Farmers' Market?
5. Do they sell shoes there?
6. What kinds of things are sold at a Farmers' Market?

Vocabulary for this unit:
market
eggplants
beans
sugar cane
limes
cucumbers
plant

BOOK FOUR, Unit III

Lesson 1

A. Aim of Lesson: To teach the use of a lot of
lots of.

B. Visual Aids Needed: Pictures for narrative.
Make bulletin board display of fruits and vegetables.

C. Procedure:

1. Present listening comprehension narrative and ask questions.

2. Procedure:

Tony : I saw a lot of eggplants.

Maria: I saw lots of bananas.

Tony : There were lots of limes and papayas, too.

Maria: And there were a lot of yams on the floor.

3. Drills: (Cue with pictures)

½ class	½ class
a. I saw a lot of yams.	I saw lots of yams.
papayas	
limes	etc.
eggplants	
cucumbers	
sugar cane	
pumpkins	
etc.	

4. Have children draw a lot of one kind of fruit or vegetable. Color the pictures. Have them show their pictures to their classmates and say, "I have a lot of __________."

BOOK FOUR, Unit III

Lesson 2:

A. Aim of Lesson: To teach the use of some.

B. Visual Aids Needed: Pictures for narrative.
Pictures of fruits and vegatables.

C. Procedure:

1. Teach Song: "Farmers' Market" (To the tune of "The Bear Went Over the Mountain")

   We went to Farmers' Market,
   We went to Farmers' Market,
   We went to Farmers' Market,
   On Saturday at three.
   We saw a lot of papayas,
   We saw a lot of cucumbers,
   We saw a lot of bananas,
   And pumpkins, and apples, and limes.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog: Mother went down to Farmers' Market. When she got home ------

   Tony : Did you buy some bananas?

   Mother: Yes, I bought some bananas and some cucumbers.

   Tony : What else did you buy?

   Mother: That's all. There were lots of beans but we have some.

4. Drills: (Cue with pictures)

	½ class	½ class
a.	Did you buy some papayas. bananas yams etc.	Yes, I bought some.

b. We have some yams and eggplants.
limes and oranges
etc.

BOOK FOUR, Unit III

Lesson 3

A. Aim of Lesson: To teach the use of any.

B. Visual Aids Needed: Pictures for narrative.
Pictures of fruits and vegetables on display on bulletin board.

C. Procedure:

1. Present listening comprehension narrative and ask questions.

2. Sing: "Farmers' Market".

3. Have pictures of beans, oranges, onions, apples, and eggplants on the board. Ask children to tell what they see on the board. Children will respond:
"I see some oranges." etc.

4. Looking at board explain to children that these are the fruits and vegetables in Farmers' Market today.

Teacher: Are there any pineapples?

Class : No, there aren't.
There aren't any pineapples.

(Ask about cucumbers, bananas, pumpkins, limes, etc.)

5. Drills: (Call on individuals to ask and answer questions while teacher cues with pictures)

Teacher: (Flashing picture of eggplants.) Presner.

Presner: Are there any eggplants, Rosmina?

Rosmina: Yes, there are. There are some eggplants.

Teacher: (Flashing picture of bananas.) Linsen.

Linsen : Are there any bananas, Lolita?

Lolita : No, there aren't any. There aren't any bananas.

etc.

BOOK FOUR, Unit III

Lesson 4

A. Aim of Lesson: To actually see Farmers' Market and talk about what children see, using structures learned.

B. Visual Aids Needed: Real objects.

C. Procedure:

1. Make arrangements beforehand with Farmers' Market.

2. Explain to children that they are going to visit Farmers' Market. Tell them they are to walk on one side of the road in orderly fashion. Warn them not to make too much noise nor touch anything in the market.

3. Have someone in the market explain to the children how the market came to be. Then ask children questions like:

   What are these?
   What do you see?
   How much are the bananas?
   Are there any apples?

4. Be sure to thank the people in the market when you leave.

5. If you do not live in an area where there is a farmers' market, you might take children out for a walk. Be sure the walk will take you past coconuts, taro patches, etc. so you can talk about these things as you go along.

BOOK FOUR, Unit III

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Pictures of vegetables and fruits.

C. Procedure:

1. Talk about yesterday's trip to Farmers' Market. Ask children :

   What did you see?
   Were there lots of bananas?
   Were there any yams?
   How much were the cucumbers?

2. Ask children if they have any questions about the market. Ask them where the fruits and vegetables came from.

3. Talk about other things we eat.

   We eat lots of rice.
   We eat lots of bread.
   etc.

   Ask where these things come from.

ACHIEVEMENT TEST: BOOK FOUR, Unit III

Structure to be tested: some/any

Items required:
1) Randomized list of students.
2) Pictures of fruits and vegetables (all plural) from the unit.

Instructions:

Put several pictures of fruits and vegetables in the blackboard tray.

Tell the students that you are going to ask them individually, "Do you see any _____?", (breadfruit, apples, etc.). If the picture of the fruit or vegetable you named is in the tray, then he is to answer, "(Yes), I see some _________." If the picture is not in the tray, he is to answer, "(No), I don't see any _______."

Examples:

Teacher: (puts picture of beans, oranges, apples, and eggplants in tray) Anna, do you see any apples?
Anna : Yes, I see some apples.
Teacher: George, do you see any breadfruit?
George : No, I don't see any breadfruit.

Scoring:

Give each student a chance to answer using both some and any, by going through the randomized list twice.

Keep score in two separate columns. Score 1 point for correct use of some, and 1 point for correct use of any. Therefore, each student can receive 2 p

Listening Comprehension Narrative

Liwisa and Timodi had two children. One was a boy and the other a girl. The boy's name was Masao. The girl's name was Rita.

Rita was ten years old. She was very good. She studied hard in school. She helped her mother at home. She was kind and polite. Everyone liked her.

Masao was eight. He was in the first grade. He wasn't a good boy. He was very naughty. In school he was always fighting with the other children.

Liwisa and Timodi were very unhappy with Masao. The teacher wasn't happy with Masao, either.

One day Timodi asked Masao, "Why do you always fight?"

"I don't like the other children," Masao said. "I don't like you and mother and the teacher. I don't like you to tell me to do this and do that. I wish I were the only one on this island."

"Do you really wish that?" Timodi asked.

"Yes," Masao said. "I wish I were the only one on this island."

The next morning Timodi said, "Masao, come with me today. You don't have to go to school."

Masao was very happy. He got into the boat with his father. They went to an island where no one lived. "Here's your new home, Masao," he said. "No one lives here. You can do whatever you want. No one will tell me to do this or do that. Your wish has come true. You are the only one on the island." Timodi got into the boat and went home.

For a while Masao was happy. He could do as he pleased. No one bothered him. Then it began to get dark. Masao was hungry. He was cold. He was afraid of the dark. We wanted to go home. He cried and cried all night. He wished he were home. He wished there were other people on the island.

In the morning Timodi came back to the island. Masao ran to him. "I want to go home," he said. "I'll be good. I won't fight anymore. I don't want to be alone on an island."

So Timodi took Masao home. After that, Masao was a very good boy. He studied hard and helped his parents. He didn't fight anymore.

Structures previously taught: past tense
boy's name
very

New for production: was/wasn't
He was a good boy.
He was hungry.

New for recognition: wasn't ----- either
They went to an island where no one lived.
Why_ _ _ _ _ _ _ _?

BOOK FOUR, Unit IV

Listening Comprehension Narrative

Suggested Comprehension Questions: (answer in complete sentences)

1. How many children did Liwisa and Timodi have?
2. What was the girl's name?
3. Was she a good girl?
4. Was she kind and polite?
5. What was the boy's name?
6. Was he a good boy?
7. Was he naughty?
8. What did Masao wish?
9. Where did Timodi take Masao?
10. Was Masao happy at first?
11. What happened when night came?
12. Was Masao happy to see Timodi the next morning?
13. What did he tell Timodi?
14. Did Timodi take Masao home?
15. Was Masao good after that?
16. Do you think Timodi was a good father?

Vocabulary for this unit:

kind
polite
was
third
fourth
fifth
sixth
seventh
eighth
ninth

naughty
fighting
hungry
afraid
last
headstart
yesterday
present
absent

BOOK FOUR, Unit IV

Lesson 1

A. Aim of Lesson: To teach the use of was.

B. Visual Aids Needed: Pictures for narrative, and of bees.

C. Procedure:

1. Present listening comprehension narratives.

2. Pronunciation rhyme: /z/
Bzzzzzzzzzz
Busy, busy, busy bees
Visiting all the flowers and trees.
Bzzzzzzzzzz

3. Teacher says monologue:
Rita was ten years old.
She was in the third grade.
She was very kind and polite.
Masao was eight years old
He was in the first grade.
He was very naughty
He was always fighting

Ask questions:
a. How old was Rita?
b. How old was Masao?
c. What grade was Masao in?
d. What grade was Rita in?
e. Was Masao a good boy?
f. Was Rita a kind girl?

4. Repeat monologue and have the children repeat after you.

5. Drills:

a.

Rita	was	ten	years old.
John			
		seven	
		twelve	
Ginny			
		four	
David			
Augustin			
		six	
Lincoln			
		fourteen	

b.

She	was in the	third	grade.
		fourth	
		sixth	
He			
Samuel		eighth	
		fifth	
Dorwin			
Elias		second	
		third	
		seventh	
		ninth	
Livinia			
Ruth			
Hirosi			

BOOK FOUR, Unit IV

Lesson 2

A. Aim of Lesson: To teach the use of wasn't.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Repeat pronunciation rhyme from yesterday.

2. Present listening comprehension narrative and ask comprehension questions.

3. Present monologue:

   Rita wasn't seven years old. She was ten. She wasn't in the fourth grade. She was in the third grade.

   Masao wasn't six years old. He was eight. He wasn't in the fifth grade. He was in the first grade. He wasn't a good boy. He was naughty.

   Ask questions: (Have children respond "No, he wasn't" or "Yes, he was.")

   a. Was Rita in the eighth grade?
   b. Was Rita seven years old?
   c. Was Rita in the third grade?
   d. Was Masao a naughty boy?
   e. Was Masao eight years old?
   f. Was Masao in the second grade?
   g. Was Masao kind and polite?
   h. Was Rita a naughty girl?

4. Have children repeat monologue after teacher.

5. Drills:

½ class	½ class
Rita was ten years old.	Rita wasn't ten years old.
She was in the third grade.	She wasn't in the third grade.
She was very kind.	She wasn't very kind.
She was very polite.	She wasn't very polite.
Masao was eight years old.	Masao wasn't eight years old.
He was in the first grade.	He wasn't in the first grade.
He was very naughty.	He wasn't very naughty.
He was always fighting.	He was never fighting.

BOOK FOUR, Unit IV

Lesson 3

A. Aim of Lesson: To continue teaching was and wasn't.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask the following questions. Do not accept one word answers:

   1. What was the boy's name?
   2. What was the girl's name?
   3. Was Rita ten years old?
   4. Was she very naughty?
   5. Was she very kind?
   6. Was Masao in the third grade?
   7. Was he a very good boy?
   8. Was he a naughty boy?
   9. Was Liwisa happy?
   10. Was Timodi happy?
   11. Was Masao always fighting?
   12. Was there another boy on the island?
   13. Was Masao afraid?
   14. Was Masao crying?

2. Teach dialog:

   Tony : Masao was a naughty boy.

   Maria: But Rita wasn't naughty. She was good.

   Tony : Yes. She was good and kind. Masao wasn't.

   Maria: He is now.

3. Drills:

   a. Masao was a naughty boy.
      good
      lazy
      small
      silly
      funny
      quiet
      noisy
      talkative
      etc.

   b. Rita was polite.
      kind
      good
      happy
      helpful
      smart
      nice
      etc.

BOOK FOUR, Unit IV

Lesson 4

A. Aim of Lesson: To contrast is and was.

B. Visual Aids Needed: Pictures for narrative.
Puppets Tony and Maria.

C. Procedure:

1. Have children pantomime narrative as you read it.

2. Review pronunciation rhyme from Lesson 1.

3. Using puppets Tony and Maria:

Tony : This year Masao is eight years old.
He is in the first grade.
He is a naughty boy.

Maria: Last year Masao was seven years old.
He was in the headstart class.
He was a naughty boy.

After doing the above monologues, ask these questions:

a. How old is Masao now?
b. How old was he last year?
c. What grade is he in now?
d. What class was he in last year?
e. Is he a good boy now?
f. Was he a naughty boy last year?

4. Drill: (Explain to children that when we say today, we use is; when we say yesterday, we use was.)

a.

Teacher	Students
Today is Thursday.	Today is Thursday.
Yesterday	Yesterday was Wednesday.
Today is a sunny day.	Today is a sunny day.
Yesterday	Yesterday was a sunny day.
John is five now.	John is five now.
Last year	Last year John was five.
Anna is present today.	Anna is present today.
Yesterday	Yesterday she was absent.

etc.

b. Call on certain pupils to tell what they did today. Call on others to tell what they did yesterday. Be sure they use was and is correctly.

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Have children dramatize narrative.

2. Have children ask questions using was. Prompt them if necessary. For example:
   A. Was Masao seven years old?
   B. No, he wasn't. He was eight.
   X. Was Rita a good girl?
   Y. Yes, she was.
   etc.

3. Teach dialog:

   Tony : Was Desia present yesterday?

   Maria: Yes, she was. She was here.

   Tony : Is she here today?

   Maria: Yes, she is. She's here today.

4. Drills:

a.

½ class	½ class
The water is cold today.	The water was cold yesterday.
tea	The tea was cold yesterday.
coffee	The coffee was cold yesterday.
milk	The milk was cold yesterday.
The store is closed today.	The store was closed yesterday.
church	The church was closed yesterday.
school	The school was closed yesterday.
bank	The bank was closed yesterday.
post office	The post office was closed yesterday.
She is absent today.	She was absent yesterday.
present	She was present yesterday.
late	She was late yesterday.
early	She was early yesterday.

b.

½ class	½ class
Rita wasn't eight years old.	She was ten.
Masao wasn't ten years old.	He was eight.
Rita wasn't a naughty girl.	She was good.
Masao wasn't a good boy.	He was naughty.
Masao wasn't a happy boy.	He was unhappy.
The teacher wasn't a happy man.	He was unhappy.
Liwisa wasn't a happy mother.	She was unhappy.
Masao wasn't a brave boy.	He was afraid.

ACHIEVEMENT TESTS: BOOK FOUR, Unit IV

Test A

Structure to be tested: was/wasn't

Items required: Randomized list of students.

Instructions:

Tell the students that you are going to ask a question about the two children of this unit, Masao and Rita, such as, "Was Masao noisy?". Then you will call on one of them; that student is to contradict you by saying, "No, he wasn't; he was quiet."

For example:

Teacher: Was Masao good?
Student: No, he wasn't. He was naughty (bad).
Teacher: Was Rita seven years old?
Student: No, she wasn't. She was ten.

Use these adjectives and facts:

good
bad
quiet
noisy
kind
naughty
happy
sad
hungry
full

ten years old
third grade
eight years old
first grade

Scoring:

Score each student 1 point for using wasn't, and 1 point for using was correctly. If you also wish to check vocabulary, score 1 point for using the right adjective or other words.

ACHIEVEMENT TESTS: BOOK FOUR, Unit IV

Test B

Structure to be tested: /z/

Items required:
1) Randomized list of students.
2) Pictures of bees, flowers, trees (perhaps all in one picture).

Instructions:

Tell the students that you are going to call on them individually, and will point to either bees, flowers, or trees in the picture. The student you call on is to tell you the name of what you point to. Tell them you want to hear how well they can make the /z/-sound.

For example:

Teacher: (points to bees)
Student: Those are bees.
or, Bees.
Teacher: (points to trees)
Student: Those are trees.
or, Trees.

Scoring:

Score each student 1 point for producing the /z/-sound clearly.

BOOK FOUR, Unit V

Listing Comprehension Narrative

The snail, as you know, carries his house on his back. Everywhere he goes, he takes his house with him. It wasn't always this way.

Long ago the snail used to move around without his house. But as you know, the snail moves very slowly. One day when he got home, his house was gone. He looked all over for his house.

"Did you take my house?" he asked the toad.

"No, I didn't," the toad said. "I didn't take your house."

"Did you move my house?" he asked the rat.

"No, I didn't," the rat said, "I didn't move your house."

"Did you eat my house?" he asked the pig.

"No, I didn't," the pig said. "I didn't eat your house."

"Did you step on my house?" he asked the carabao.

"No, I didn't," said the carabao. "I didn't step on your house."

All the animals helped the snail look for his house. But they couldn't find the snail's house.

"You'll have to build a new house," the other animals said. "We'll all help you."

So the snail and all the other animals built a new house. But the snail was still unhappy. "If I go away, when I come back, my house may be gone again. I'm so slow, it takes me a long time to go and come."

"Why don't you take your house with you?" the toad asked. "The turtle and the crab do."

"That's a good idea," the snail said. "Who will help put the house on my back?"

"We all will," his friends said. And they all helped to put the house on the snail's back. Now the snail always carries his house on his back.

Structures previously taught: The snail was unhappy.
Who will ____________?

New for recognition: If ____________________
always

New for Production:
(see next page)

Suggested Comprehension Questions:

1. Does the snail carry his house around him?
2. Did he always carry his house?
3. How does a snail move?
4. Did the toad take his house?
5. Didn't the pig eat his house?
6. Did the carabao step on his house?
7. Who helped the snail look for his house?
8. What else did they help him do?

BOOK FOUR, Unit V

Listening Comprehension Narrative

9. Why was the snail unhappy after they built the new house?
10. What other animals carry their houses?

Vocabulary for this unit:

snail
house
toad
carabao
slow
didn't
step on
move
take
build
holiday

New for production: did/didn't
Yes, I did. No, I didn't.
does/did

BOOK FOUR, Unit V

Lesson 1

A. Aim of Lesson: To teach the use of did/didn't in short answers.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Have children answer the following questions with "Yes, I did," or "No, I didn't."
    a. Did you wash your face this morning?
    b. Did you eat rice this morning?
    c. Did you brush your teeth this morning?
    d. Did you drink milk this morning?
    e. Did you walk to school this morning?
    f. Did you eat taro this morning?
    g. Did you comb your hair this morning?
    h. Did you change your clothes this morning?
    i. Did you take a bath this morning?

3. Call a child to the front of the room. Whisper to the child, "Open the door," and have child do the action. Then ask the class:

    Teacher: Did X close the door?
    Class : No, he didn't.
    Teacher: Did X open the window?
    Class : No, he didn't.
    Teacher: Did X open the door?
    Class : Yes, he did. He opened the door.

    (Continue with other actions and other children. Other possible actions: walk around the room, jump three times, run to your seat, turn around, open the book, erase the board, write your name on the board.)

4. Pronunciation Rhyme: /i/, /ae/

    Pitter, patter, pitter, patter,
    Fall the little drops of rain.
    Pitter, patter, pitter, patter,
    On the rivers and the plain.

BOOK FOUR, Unit V

Lesson 2

A. Aim of Lesson: To teach the use of did in questions.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teach dialog:

   Snail : Did you take my house?
   Toad : No, I didn't.
   Snail : Did you move my house?
   Rat : No, I didn't.
   Snail : Did you eat my house?
   Pig : No, I didn't.
   Snail : Did you step on my house?
   Carabao: No, I didn't.

3. Review pronunciation rhyme from yesterday.

4. Drills:

   a. Did you take my house?
   move my house
   eat my house
   step on my house
   see my notebook
   close the door
   find my umbrella
   go to the movie
   ask the teacher
   sing a song

   b.

½ class	½ class
Did you take my house?	No, I didn't.
move my house	No, I didn't.
eat my house	No, I didn't.
wash your face	Yes, I did.
brush your teeth	Yes, I did.
comb your hair	Yes, I did.
change your clothes	Yes, I did.

BOOK FOUR, Unit V

Lesson 3

A. Aim of Lesson: To teach the use of didn't in questions.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Have children tell the narrative with you. Ask comprehension questions.

2. Teach dialog:

Tony : Didn't the pig eat the snail's house?

Maria: No, he didn't. He didn't eat the snail's house.

Tony : Didn't the snail find his house?

Maria: No, he never did.

3. Drills:

a.

½ class	½ class
Did the pig eat the snail's house?	Didn't the pig eat the snail's house?
Did the toad take the snail's house?	Didn't the toad take snail's house?
Did the rat move the snail's house?	Didn't the rat move the snail's house?
Did the carabao step on the snail's house?	Didn't the carabao step on the snail's house?
Did the snail build a new house?	Didn't the snail build a new house?
Did the other animals help the snail?	Didn't the other animals help the snail?
Did the snail carry his house?	Didn't the snail carry his house?

b.

½ class	½ class
Didn't the toad move the house?	No, he didn't.
Didn't the pig eat the house?	No, he didn't.
Didn't the rat take the house?	No, he didn't.
Didn't the carabao step on the house?	No, he didn't.
Didn't the pig help build the house?	Yes, he did.
Didn't the rat help build the house?	Yes, he did.
Didn't the toad help build the house?	Yes, he did.
Didn't the carabao help build the house?	Yes, he did.

Lesson 3

4. Physical Education Exercise:

Stretch to the ceiling,
Point to the door,
Look out the window,
Stamp on the floor,

Touch your eyes,
Touch your nose,
Bend your knees,
Touch your toes.

BOOK FOUR, Unit V

Lesson 4

A. Aim of Lesson: To contrast present habitual/past tense.

B. Visual Aids Needed: Pictures for narrative; pronunciation rhyme.

C. Procedure:

1. Have children dramatize narrative.

2. Tell the following story:

Every school day John gets up early. He eats breakfast early. He takes a bath early. He comes to school early.

Yesterday was a holiday. John didn't get up early. He didn't eat breakfast early. He didn't come to school.

a. Does John wake up early every school day?
b. Does he get up early every school day?
c. Does he take a bath early every school day?
d. Does he come to school early?
e. Did John get up early yesterday?
f. Did he eat breakfast early?
g. Did he come to school?

3. Drills:

a.

½ class	½ class
John doesn't come to school late.	John didn't come to school late.
John doesn't sleep late.	John didn't sleep late.
John doesn't have any money.	John didn't have any money.
John doesn't eat breakfast.	John didn't eat breakfast.
John doesn't brush his teeth.	John didn't brush his teeth.
John doesn't walk to school.	John didn't walk to school.
John doesn't comb his hair.	John didn't comb his hair.

b.

Did John come to school?	Does John come to school?
live in Kolonia?	Does John live in Kolonia?
go to church?	Does John go to church?
wake up early?	Does John wake up early?

etc.

4. Pronunciation Practice /i/

Five Pigs

This first pig (put up thumb) Is very big.
This second pig (put up index finger) Dances the jig.
This third pig (third finger) Wears a wig.
This fourth pig (fourth finger) Likes to dig.
And this fifth pig (fifth finger) Is the littlest pig.

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Pictures for pronunciation rhyme.

C. Procedure:

1. Practice pronunciation rhyme from yesterday's lesson.

2. Have other children dramatize narrative.

3. Listen to the story:

    Yesterday, Tony wanted to go to the river. He wanted to go fishing. He wanted to go swimming.

    But it rained very hard. He couldn't go to the river. So he stayed at home.

    He did many things. He played cards with his brothers. He read his book. He cleaned his shoes. He studied his lessons.

4. Have children try to make up questions with did. Have others answer the questions.

5. Chain drill:

A: Did you eat fish last night?
B: No, I didn't.
Did you eat rice last night?
C: Yes, I did.
Did you eat yams last night?
D: Yes, I did.
etc.

X: Did you eat breakfast this morning?
Y: Yes, I did.
Did you brush your teeth this morning?
Z: Yes, I did.
Did you comb your hair this morning?
etc.

ACHIEVEMENT TEST: BOOK FOUR, Unit V

Structure to be tested: did / didn't

Items required:
1) Randomized list of students, divided into groups of four.
2) Have blackboards, chalk, and eraser available; collect 3 medium-sized boxes and 1 shell large enough for all to see easily.

Instructions:

Tell the children that you are going to call them up in groups of four. Then, you will select one of the four to be "It". While "It" is covering his eyes, one of the other three will be instructed to do some action, e.g. close the door, write a number on the blackboard, etc. After the action is completed, "It" is to open his eyes and try to guess who of the three did the action. He is to use the question form, "Did you ________?" The student asked is to reply using the form, "Yes, I did," or "No, I didn't."

For example:

Teacher: (selects John, Paul, Mathew, and Peter to come to front of room; selects John to be "It")
John : (covers his eyes)
Paul, Mathew, and Peter: (go to front of room where Paul writes a #3 on the blackboard)
John : (uncovers his eyes)
(looks at Mathew) Did you write on the board?
Mathew : No, I didn't.
John : (looks at Peter) Did you write on the board?
Peter : No, I didn't.
John : (looks at Paul) Did you write on the board?
Paul : Yes, I did.

Note: Of course, "It" sometimes will guess correctly on the first try. When this happens, exchange the students so that there is a new "It", and begin again.

Use these actions: open the door, close the door, write a number on the blackboard, erase the blackboard, put a shell under a box.

Scoring:

Because of the "chance" nature of this test, it is impossible to score each student 1 point each. Therefore, let the game "run its course" and simply keep accurate notes on the four individuals concerned. In other words, keep a record of which ones seem to be able to answer properly and fairly unhesitatingly. Keep notes on all the students of the class for your records. Do not compute class-percentage-right.

Listening Comprehension Narrative

There was a woman on Kusaie who had seven children. One morning the children said, "Please make some pancakes for us, mother."

So mother made some pancakes. She made many small pancakes. Then she made one last big pancake.

Everyone wanted to eat the big pancake. "You won't eat me," the big pancake said. "No one will eat me." He hopped off the table and rolled away.

The woman ran after the pancake. The children ran after the pancake. "Stop, pancake, stop!" they called.

But the pancake kept rolling on. He met a man on the road. "Good morning," the man said. "Don't go so fast. I want to eat you." And the man ran after the pancake.

"I didn't stop for the woman," the pancake said. "And I didn't stop for the children. I won't stop for you." It rolled and rolled and rolled. Soon the pancake came to the woods.

There was a pig standing by the woods. "Good morning," the pig said, "Would you like to go for a walk with me in the woods?"

"Yes," said the pancake. "I'd like to."

So the pig and the pancake walked into the woods. Soon they came to a river. The pig jumped in. "Come on," he said.

"No, I can't," the pancake said. "I can't go into the water."

"I'll take you across," said the pig. "Hop on my nose."

So the pancake got on the pig's nose. The pig began to swim across the river. "Now you can't get away," said the pig. "I'm going to eat you up." And he did.

Structures previously taught:	like to can/can't
New for production:	make/made run/ran eat/ate come/came
New for recognition:	who clauses with me

Suggested comprehension questions:

1. Where did the woman live?
2. How many children did she have?
3. What did the children want their mother to make?
4. Which pancake did everyone want to eat?
5. Who ran after the pancake?
6. Who did the pancake talk to?
7. Why couldn't the pancake go into the river?
8. Who ate the pancake?
9. Was the pig wise?

BOOK FOUR, Unit VI

Listening Comprehension Narrative

Vocabulary for this unit:

- pancake
- made
- rolling
- ran
- ate
- came
- row
- cucumbers
- watermelon
- eggplants
- together

BOOK FOUR, Unit VI

Lesson 1

A. Aim of Lesson: To teach the irregular past made.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Song: "Row, Row, Row Your Boat" (Watch /ow/ and /iy/ sounds)

   Row, row, row your boat
   Gently down the stream
   Merrily, merrily, merrily, merrily,
   Life is but a dream.

3. Re-tell:

   Mother made some pancakes. She made many pancakes. She made many small pancakes. She made one big pancake.

   a. What did mother make?
   b. How many small pancakes did she make?
   c. How many big pancakes did she make?

4. Dialog:

   Tony : Mother makes pancakes often.

   Maria: Did she make some this morning?

   Tony : No, but she made some yesterday.

   Maria: My mother made some yesterday, too.

5. Drill:

½ class	½ class
Mother makes pancakes often.	Mother made pancakes yesterday.
yam cakes	yam cakes
pilolo	pilolo
doughnuts	doughnuts
bread	bread

etc.

BOOK FOUR, Unit VI

Lesson 2

A. Aim of Lesson: To teach the irregular past ran.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing song from yesterday in rounds.
2. Present listening comprehension narrative and ask questions.
3. Re-tell:

The pancake ran away. The woman ran after the pancake. The children ran after the pancake. The man ran after the pancake.

a. What did the pancake do?
b. Who ran after the pancake?

4. Dialog:

Tony : The pancake ran fast.

Maria: Yes. The woman and children ran after him.

Tony : The man ran after him, too.

Maria: But they could not catch him.

5. Drill:

a. The pancake ran away.
woman
children
man
lady
girl
boy

b.

½ class	½ class
The pancake runs fast.	The pancake ran fast.
woman	The woman ran fast.
children	The children ran fast.
girl	The girl ran fast.
lady	The lady ran fast.
boy	The boy ran fast.
man	The man ran fast.

BOOK FOUR, Unit VI

Lesson 3

A. Aim of Lesson: To teach the irregular past ate.

B. Visual Aids Needed: Pictures for narrative.
Pictures of fruits and vegetables.

C. Procedure:

1. Have children pantomime narrative as you tell it.

2. Re-tell:

The children wanted to eat the pancake. The woman wanted to eat the pancake. The man wanted to eat the pancake. The pig wanted to eat the pancake.

The children didn't eat the pancake. The woman didn't eat the pancake. The man didn't eat the pancake. The pig didn't eat the pancake.

a. Who wanted to eat the pancake?
b. Did the man eat the pancake?
c. Who ate the pancake?

3. Dialog:

Maria: Did the man eat the pancake?

Tony : No, he didn't.

Maria: Who ate it?

Tony : The pig ate the pancake.

4. Drills: (Cue with pictures)

a. The pig ate the pancake.
bananas
papayas
cucumbers
watermelons
etc.

b. I ate some eggplants.
oranges
yam
taro
apples
etc.

BOOK FOUR, Unit VI

Lesson 4

A. Aim of Lesson: To teach the irregular past came.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Have children dramatize the narrative.
2. Sing: "Row, Row, Row Your Boat"
3. Teach dialog:

   Tony : I come to school early every day.
   Maria: Who comes with you?
   Tony : John comes with me.
   Maria: Do you come together early every day?
   Tony : Yes.

4. When students have mastered the dialog, change everyday to yesterday, and come(s) to came.
5. Drills:

a.

½ class	½ class
Tony comes to school early everyday.	Tony came to school early yesterday.
John	John came to school early yesterday.
The teacher	The teacher came to school early yesterday.
She	She came to school early yesterday.

etc.

b.

½ class		½ class
John comes with me.		John came with me.
Mitchi		Mitchi came with me.
	us	Mitchi came with us.
Mother		Mother came with us.
	him	Mother came with him.
Maria		Maria came with him.
	her	Maria came with her.
Father		Father came with her.
Emiko		Emiko came with her.
	them	Emiko came with them.
	me	Emiko came with me.

BOOK FOUR, Unit VI

Lesson 5

A. **Aim of Lesson:** To review all irregular verbs taught in this unit.

B. **Visual Aids Needed:** Pictures for narrative.

C. **Procedure:**

1. Song: "Row, Row, Row".

2. Present listening comprehension narrative as selected students pantomime. Ask questions.

3. Tell this story:

   It was Tony's birthday. Tony invited some friends to a picnic. Mother made some sushi and fried chicken. She made a birthday cake, too.

   The boys and girls came to Tony's house. They came at two. They came with presents for Tony.

   They went to the river near Tony's house. They ran around and played games. Then they ran and jumped in the water.

   After swimming they sat and ate. They were hungry. They ate all the rice and chicken. They ate all of the birthday cake, too.

   a. Whose birthday was it?
   b. What did mother make?
   c. Where did the boys and girls come?
   d. At what time did they come?
   e. What did they come with?
   f. What did they do at the river?
   g. What did they eat?

4. Teach dialog:

   Tony : We come to school everyday.

   Maria: We eat lunch in school.

   Tony : We run around and play?

   Maria: We make many things in school.

5. When children have mastered the dialog, have them change the underlined words to the past tense.

ACHIEVEMENT TEST: BOOK FOUR, Unit VI

Structure to be tested: made, ran, ate, came

Items required: Randomized list of students.

Instructions:

Tell the children that you are going to call on them individually to ask each one a question about something he made or ate, or somewhere he ran or came from. You will ask someone, "What did you make yesterday?", or "What did you eat yesterday?", etc. Each student is to answer using the correct form of the verb you used.

Example:

Teacher: John, what did you eat yesterday?
John : I ate some rice.
Teacher: Mary, where did you run yesterday?
Mary : I ran to school.

You may prompt them if needed.

Notice: The teacher uses the form did and present tense, but the children use the irregular past tense.

Scoring:

Each student 1 point for using the correct past tense verb.

BOOK FOUR, Unit VII

Listening Comprehension Narrative

One day Johnny took his goat for a walk. When they came near the woods, the goat saw lots of green grass. He wanted to eat the grass. He ran away into the woods. He ran farther and farther into the woods.

Johnny was afraid to go into the woods. He didn't want to get lost. He wanted to go home. So he began to cry.

Very soon a cat came by. "Why are you crying?" the cat asked Johnny.

"I'm crying because my goat won't go home," Johnny said.

"Don't cry. I'll make him go home," said the cat. The cat went into the woods and found the goat. "Go home, goat, go home!" the cat said. But the goat wouldn't go home. So the cat sat next to Johnny and cried.

Soon a dog came by. "Why are you crying, cat?" asked the dog.

"I'm crying because Johnny's crying. And Johnny's crying because his goat won't go home."

"Don't cry, cat. I'll make the goat go home," said the dog. The dog went into the woods and found the goat. "Go home, goat, go home," the dog said. But the goat wouldn't go home. So the dog sat next to the cat and cried.

Soon a deer came by. "Why are you crying?" he asked the dog.

"I'm crying because the cat is crying. The cat is crying because Johnny is crying. And Johnny is crying because his goat won't go home."

"Don't cry," said the deer. "I'm big. I'll make the goat go home." So the deer went into the woods and found the goat. "Go home, goat, go home!" the deer said. But the goat wouldn't go home, so the deer sat next to the dog and cried.

Soon a little bee came by. "Why are you crying?" he asked the deer.

"I'm crying because the dog is crying. The dog is crying because the cat is crying. The cat is crying because Johnny is crying. And Johnny is crying because his goat won't go home."

"Don't cry," said the bee. "I'll make the goat go home."

"But you're so small. How can you make the goat go home?"

"Don't worry," said the bee. "I'll make him go home."

So the bee went into the woods. He found the goat. "Go home, goat, go home. I'll sting you if you don't go home."

The goat was afraid of the bee. He ran home as fast as he could.

Structures previously taught: found
came
I'll _______.

BOOK FOUR, Unit VII

Listening Comprehension Narrative

New for production: Why ___________
_______ because _________
Go home.

New for recognition: How can you __________?
as fast as

Suggested Comprehension questions:

1. Who took the goat for a walk?
2. Why did the goat run away?
3. Why was Johnny crying?
4. Why was the cat crying?
5. Why was the dog crying?
6. Why was the deer crying?
7. Why was the goat afraid of the bee?
8. Would you be afraid of the bee?

Vocabulary for this unit:

woods
why
because
bee
chasing
spanking
limping
giggling
following
aches
stop
hop

BOOK FOUR, Unit VII

Lesson 1

A. Aim of Lesson: To teach the use of the interrogative why.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1 1. Present narrative and ask comprehension questions.

2. Ask the students:
What did the cat ask Johnny?
What did the dog ask the cat?
What did the deer ask the dog?
What did the bee ask the deer?
(Elicit the answer "Why are you crying?" each time)

3. Teach dialog:

Tony : Why are you running?

Maria: John's chasing me.

Tony : Why is he chasing you?

1 Maria: I have his mango.

4. Drills:

a.

Teacher	Class
Why are you running?	Why are you running?
laughing	Why are you laughing?
crying	Why are you crying?
smiling	Why are you smiling?
shouting	Why are you shouting?
giggling	Why are you giggling?
limping	Why are you limping?

b.

Why is he chasing you?	Why is he chasing you?
spanking	Why is he spanking you?
hitting	Why is he hitting you?
she	Why is she hitting you?
him?	Why is she hitting him?
following	Why is she following him?
her	Why is she following her?
them	Why is she following them?

c.

Why are you crying?	I lost my money.
Why are you shouting?	He can't hear me.
Why are you limping?	(Accept any appropriate answers to the questions)

BOOK FOUR, Unit VII

Lesson 2

A. Aim of Lesson: To teach the use of because.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Have students repeat these sentences after you:

   a. Johnny was crying because his goat wouldn't go home.
   b. The cat was crying because Johnny was crying.
   c. The dog was crying because the cat was crying.
   d. The deer was crying because the dog was crying.
   e. Johnny was happy because his goat went home.
   f. The goat went home because he was afraid of the bee.

3. Ask the following questions. Have students answer starting the sentence with "because."

   a. Why was Johnny crying? (Because his goat wouldn't go home.)
   b. Why was the cat crying?
   c. Why was the dog crying?
   d. Why was the deer crying?
   e. Why was Johnny happy?
   f. Why did the goat go home?

4. Teach dialog:

   Cat : Why are you crying?

   Johnny: I'm crying because my goat won't go home.

   Cat : Don't cry. I'll help you.

5. Drill:

   I'm crying because my goat won't go home.
   my head aches.
   mother spanked me.
   I fell down.
   the teacher scolded me.
   I can't have any candy.
   I can't go to the movie.

BOOK FOUR, Unit VII

Lesson 3

A. Aim of Lesson: To continue practicing the use of *why* and *because*.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative. Have children tell it along with you where they are able to.

2. Pronunciation Practice: /a/

   Once I saw a little bird
   Come hop, hop, hop;
   And I said, "Little bird,
   Will you stop, stop, stop?"
   I was going to the window
   To say "How do you do?"
   But he turned his little head
   And away he flew.

3. Teach dialog:

   Tony : Why is John absent?

   Maria: Because he's sleeping.

   Tony : Why is he sleeping?

   Maria: He's sick.

4. If anyone is absent ask the children: "Why is Emi absent?" Then ask anyone who was absent the previous days, "Why were you absent?" Have them respond, "I was absent because _______________."

5. Drills:

   a. He's absent because *he's sick.*
   he has a headache.
   he went to Guam.
   his grandfather died.
   he has a stomachache.
   he broke his leg.
   his mother's sick.
   he has the measles.

   b. He's absent because he's sick. He was absent because he was sick.
   He's absent because he has a headache. He was absent because he had a headache. etc.

BOOK FOUR, Unit VII

Lesson 4

A. Aim of Lesson: To continue practicing why and because.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Practice pronunciation rhyme from yesterday.
2. Have children dramatize narrative.
3. Teach dialog:

Tony : I'm sorry I'm late.

Maria: Why are you late?

Tony : It was raining so hard.

Maria: At least you're not wet.

4. Drill:

I'm late. It was raining so hard.	I'm late because it was raining so hard.
She's crying. She can't find her book.	She's crying because she can't find her book.
I'll wait. It's raining.	I'll wait because it's raining.
The baby's crying. He's hungry.	The baby's crying because he's hungry.
The grass is wet. It rained last night.	The grass is wet because it rained last night.
The toads are happy. It's raining.	The toads are happy because it's raining.
We can't go to Langer. We don't have a boat.	We can't go to Langer because we don't have a boat.
He's unhappy. He has to stay at home.	He's unhappy because he has to stay at home.
He went to Guam. He was sick.	He went to Guam because he was sick.

BOOK FOUR, Unit VII

Lesson 5

A. Aim of Lesson: To practice further the use of why and because.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Have children dramatize the narrative.

2. Practice pronunciation rhyme.

3. Teacher:
   Do you remember the story of the lobster and the flounder?
   Why could the flounder find the lobster easily?
   Why was the lobster angry?
   Why did the lobster stamp all over the flounder?
   Why was the flounder sad?

4. Teach dialog:

   Tony : Why are you angry, Maria?

   Maria: I'm angry because I can't go to the movie.

   Tony : Why can't you go?

   Maria: I had poor grades on my report card.

5. Drills:

a.

Teacher	Student
I'm happy.	I'm happy because I got a hundred.
I'm angry.	I'm angry because I made a mistake.
I'm sad.	etc.
I'm laughing.	
I'm crying.	
I'm smiling.	
I'm sick.	

b. Chain drill:
A: Why were you late?
B: Because it was raining.
Why were you late?
C: Because I woke up late.
Why were you late?
D: Our scooter had a flat tire.
etc.

(Use other words such as absent for late)

ACHIEVEMENT TEST: BOOK FOUR, Unit VII

Structure to be tested: Why __________?
__________ because __________.

Items required:
1) List of students (does not need to be randomized).
2) Pictures from narrative of this unit.

Instructions:

Divide the children in two equal teams facing each other.

Give out each of the pictures of the story to as many students of one team as you can.

Tell the students that you will call on one student holding a picture. He is to turn to the first student of the opposite team, and ask about his picture; e.g., "Why is the cat crying?" The opposite student is to answer, "He's crying because the boy is(Johnny's) crying."

After all the pictures have been used, collect them and redistribute them to the remaining members of the same team; continue this way until every member of the team has had an opportunity to ask a "why" question.

After one team has finished asking, then switch sides so that the other team has an opportunity to question and the other to answer.

Scoring:

Each child can receive 2 possible points; i.e., 1 point for asking, "Why __________?" and 1 point for answering,"_____because __________".

BOOK FOUR, Unit VIII

Listening Comprehension Narrative

It was June. It was summer vacation. School was closed. Maria helped her mother every morning. In the afternoon she played with her friends. They usually went to the river to swim.

One morning while they ate breakfast father asked, "Would you like to go to Mokil?"

Maria's eyes opened wide. "Mokil? Yes, I'd love to go."

"Mother and I were born on Mokil," father said. "We have lived in Kolonia for ten years now. We want to go back for a visit. Do you want to go?"

"Yes. I want very much to go," Maria said.

"Then we will go next week. The Kaselehlia leaves next Friday, the 25th. We will stay in Mokil all summer.

Maria was very excited. She could hardly wait to tell her friends. When she saw them that afternoon she told them, "We're going to Mokil."

"When are you going?" Sihter asked.

"On Friday," Maria said, "We're going to stay all summer."

"How are you going?" Virginia asked.

"By ship. The Kaselehlia is the only ship that goes there."

"You'll come back to Ponape, won't you?" Rosminda asked.

"Yes. We will come back in August. We'll be back before school starts."

"You're very lucky," Virginia said. "I wish I could go on a trip."

"But you're going to Kiti, aren't you?"

"Yes. But that's not far. And we go by boat. I want to ride a ship."

"You're very lucky, Maria," Rosminda said. "You'll have lots of stories to tell us when you come back."

Structures previously taught: was
regular past tense

New for production: How are you going? By ship.
next week, on Friday, on the 25th, to Mokil

New for recognition: tag questions
usually

Suggested Comprehension Questions:

1. Why wasn't Maria in school?
2. What did she do every day?
3. What did father ask one morning at breakfast?
4. How long are they going to stay on Mokil?
5. Where were Maria's parents born?
6. When was the Kaselehlia leaving for Mokil?

BOOK FOUR, Unit VIII

Listening Comprehension Narrative

Suggested Comprehension Questions:

7. Was Virginia going to Mokil, too? Where was she going?
8. How will Virginia go to Kiti?
9. Was Maria lucky?

Vocabulary for this unit:

ordinal numbers (1-10, 20, 30)
next
ship
plane
jeep
car
truck
boat
canoe
excited

by
how
far
Mokil
Pingelap
Kusaie
Kapinga
summer
vacation

BOOK FOUR, Unit VIII

Lesson 1

A. Aim of Lesson: To review: "When ___________?"
To teach: "On Friday, the 25th."

B. Visual Aids Needed: Pictures for narrative.
Calendar.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach dialog:

Maria : We're going to Mokil.

Virginia: When are you going?

Maria : On Friday, the 25th.

Virginia: When are you coming back?

Maria : In August.

3. Pronunciation Rhyme: /ay/
After my bath
I try, try, try
To wipe myself
Till I'm dry, dry, dry.

4. Drills:

a. Chain drill (cue by pointing to date on calendar).
A: When are you going?
B: On Friday, the 25th.
When are you going?
C: On Tuesday, the first.
etc.

b.

½ class	½ class
When are you coming back?	In August
	December
	January
	March
	November
	September
	February
	April
	June
	October
	May
	July

BOOK FOUR, Unit VIII

Lesson 2

A. Aim of Lesson: To teach: to Mokil, to Kiti.

B. Visual Aids Needed: Pictures for narrative.
Calendar.

C. Procedure:

1. Ask children what the day and date it is today. Have children respond: "Today is Monday, the 14th." Ask day and date for yesterday and tomorrow.

2. Review pronunciation rhyme from yesterday and add a second verse.

   1) After my bath I try, try, try /ay/
   To wipe myself till I'm dry, dry, dry.

   2) Hands to wipe and fingers and toes /z/
   And two wet legs and a shiny nose.

3. Present listening comprehension narrative and ask questions.

4. Teach dialog:

   Virginia: You're lucky. You're going to Mokil.

   Maria : You're going to Kiti.

   Virginia: Yes. But that's not very far.

   Maria : Maybe next year you'll go far away.

5. Drills:
   a. You're going to Mokil.
   I'm
   to Kiti.
   She's
   Virginia's
   to Mokil.
   Maria's
   Father's
   to Guam.
   They're
   to Truk.
   He's to the States.
   etc.

Lesson 2

	½ class	½ class
b.	Where are you going?	I'm going to Mokil.
	Where are you going?	I'm going to Kapinga.
	" " " "	Pingelap
	" " " "	Kusiae
	" " " "	Majuro
	" " " "	Koror
	" " " "	Saipan
	" " " "	Japan
	" " " "	California
	" " " "	Hawaii
	" " " "	Yap

BOOK FOUR, Unit VIII

Lesson 3

A. Aim of Lesson: To teach: How will you go?
by ship.

B. Visual Aids Needed: Pictures for narrative.
Pictures of a ship, plane, boat, car,
canoe, jeep, truck.

C. Procedure:

1. Present listening comprehension narrative and ask questions.

2. Review first two stanzas of pronunciation rhyme, then add third stanza:

   1) After my bath I try, try, try, /ay/
   To wipe myself till I'm dry, dry, dry.

   2) Hands to wipe and fingers and toes /z/
   And two wet legs and a shiny nose.

   3) Just think how much less time I'd take, /ey/
   If I were a dog and could shake, shake, shake.

3. Teach dialog:

   Virginia: How will you go to Mokil?

   Maria : By ship. Will you walk to Kiti?

   Virginia: No, we'll go by boat.

4. Drills: (Cue with pictures)

   a. We'll go by ship.
   canoe
   plane
   boat
   jeep
   We'll walk
   truck
   car

   b.

½ class	½ class
How will you go to Mokil?	By ship.
Guam?	By plane.
Nanpil?	By car. (jeep, truck)
Nan Madol?	By boat.
Sokehs?	By canoe.
Takatik?	By jeep.

etc.

BOOK FOUR, Unit VIII

Lesson 4

A. Aim of Lesson: To practice the ordinal numbers.

B. Visual Aids Needed: Pictures for narrative.
Calendar.

C. Procedure:

1. Have children dramatize the narrative.

2. With calendar in clear view, ask children questions that will force them to use ordinal numbers in answering:
   Teacher : Is Friday the 5th?
   Students: No, Friday is the 3rd.
   Teacher : Was Sunday the 27th?
   Students: No, it was the 28th.
   etc.

3. Have students line up in one row.
   Have them count off aloud in 4's. Have all 1's form a line, all 2's form a line, all 3's form a line, and all 4's form a line.

   Teacher: (Pointing to group 1) What group are you in?
   Group 1: We're in the first group.
   (Do the same with other three groups)
   Teacher: Fourth group, sit down.
   First group, sit down.
   Third group, sit down.
   Second group, sit down.
   Listen
   First group, you are going to Sokehs.
   Draw me a picture of what you will ride.
   Second group, you are going to Japan.
   Draw me a picture of what you will ride.
   etc.

4. When everyone is through drawing, have students stand up and tell the class:

   "I'm in the first group.
   I'm going to Japan.
   I'm going by ship."
   etc.

BOOK FOUR, Unit VIII

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Pictures of transportation.

C. Procedure:

1. Teach dialog:

Virginia: Where are you going?

Maria : To Mokil.

Virginia: When are you leaving?

Maria : On Friday, the 25th.

Virginia: How will you go?

Maria : By ship.

(When children have mastered the dialog, have them fill in their own words for the underlined ones).

2. Dramatize narrative.

3. Ask children if they could take trip, where would they go and how. Have them respond:

"I'll go to Hawaii. I'll go by plane."
etc.

ACHIEVEMENT TESTS: BOOK FOUR, Unit VIII

Test A

Structure to be tested: ordinal numbers.

Items required:
1) Randomized list of students.
2) Large calendar of 1 month.

Instructions:

Tell the students that you are going to call on them individually, and then will point to a date on the calendar. You want that student to tell you the date, using the ordinal form of the number.

Example:

Teacher: (Calls on John; points to 3)
John, what's the date?
John : The third.
Teacher: (calls on Ruth; points to 19)
Ruth, what's the date?
Ruth : The nineteenth.

Note: Listen carefully for the /-st/, /-nd/, /-d/, or /-th/ ending sounds.
It must be present to be correct.

Scoring:

Give each student 1 point for using the correct pronunciation of the ordinal number asked.

ACHIEVEMENT TESTS: BOOK FOUR, Unit VIII

Test B

Structure to be tested: How are you going?
By ship, plane, etc.

Items required:
1) Randomize list of students.
2) Pictures of ship, plane, boat, car, canoe, jeep, truck.

Instructions:

Tell the students that you are going to call on them two-at-a-time. To one of the two, you will give a picture of some means of transportation (e.g., car, truck, etc.). To the other you will say, "(John's) going to (Mokil)." The second student is to turn to his partner and say, "How are you going?" John is to answer, "By __________" (whatever his picture indicates).

Example:

Teacher: (Calls on Maria and Rose)
(gives picture of car to Maria)
(says to Rose:)
Maria is going to Sokehs.
Rose : (turns to Maria)
How are you going?
Maria : By car.
(or) I'm going by car.

Note: You may shorten the testing time by giving both students of the pair pictures.

Give each student an opportunity to ask and to answer a statement.

Scoring:

Score each student 1 point for asking "How are you going?" and 1 point for answering "By __________"; therefore, each student can receive 2 points.

BOOK FOUR, Unit IX

Listening Comprehension Narrative

On Thursday afternoon, the 24th, father said, "The ship is leaving at three o'clock tomorrow afternoon. We must be at the dock by one-thirty."

"How long is it to Mokil?" Maria asked.

"One night and one day. We will be in Mokil on Saturday afternoon," father said.

"Our bags are all packed. I packed them this morning," mother said. "Tomorrow morning we will buy some food to take."

Maria was very excited. She could hardly eat. She could hardly sleep that night.

Friday morning she woke up very early. At nine o'clock she went to the store with her mother. They bought some food to take with them. They got home at eleven o'clock.

They ate and took a bath. They got dressed. At one o'clock they went to the dock. There were many people there. Maria's friends were there. They gave her candy to eat on the ship. They gave her mwarmwars they had made.

At one-thirty, all the passengers got on the M-boat. Maria and her parents got on, too. "Good-bye," she said to her friends.

"Good-bye," they called. "Have a good time on Mokil."

At three o'clock, the Kaselehlia left for Mokil. Maria was very happy. Tomorrow they would be in Mokil.

Structures previously taught: irregular past tense.

New for production: telling time

New for recognition: They gave her some candy.
They gave her mwarmwars they had made.

Suggested Comprehension Questions:

1. At what time was the ship leaving?
2. How long does it take to get to Mokil?
3. Where did Maria and her mother go at nine o'clock?
4. What did they do at eleven o'clock?
5. Who was at the dock?
6. What did Maria's friends give her?
7. At what time did the passengers get on the M-boat?
8. When did the ship leave Kolonia?
9. Was Maria happy?

Vocabulary for this unit:

passengers
tomorrow
dock

packed
o'clock

BOOK FOUR, Unit IX

Lesson 1

A. Aim of Lesson: To learn to tell time (whole hours).

B. Visual Aids Needed: Pictures for narrative.
Clock with movable hands.

C. Procedure:

1. Present listening comprehension narrative and ask questions.

2. Use a clock set at nine o'clock. Ask the class, "What did Maria and mother do at nine o'clock?"
   Setting the clock at 11 o'clock, ask:
   "Where did they go at 11 o'clock?"
   Setting the clock at 1 o'clock, ask:
   "Where did they go at 1 o'clock?"
   Setting the clock at 3 o'clock, ask:
   "What happened at 3 o'clock?"

3. Count the numbers on the clock together with the children. Tell them that the clock has two hands; a long one. and a short one.
   Show them that when the long hand is on twelve.and the short hand is on five, it is 5 o'clock.
   Do this with other hours. Point the short hand to other numbers and have the children tell you what time it is.

4. Using clock at set times ask:
   a. Where are you at 7 o'clock in the morning?
   b. What time does school start?
   c. What time is our recess?
   d. What time is our snack period?
   e. What time do we go home?
   f. Where are you at 8 o'clock at night?
   g. What are you doing at twelve o'clock at night?

5. Explain to the children that there are 24 hours in one day. The short hand must go around the clock two times in one day. Tell the children that the hours before noon are a.m. and the hours after noon are p.m.

Lesson 2

A. Aim of Lesson: To make clocks.

B. Visual Aids Needed: Clocks.
Materials needed for students: black construction paper
cardboard
scissors
crayons
paper fasteners

C. Procedure:

1. Draw a circle 6" in diameter on a piece of cardboard either using a compass or a large can.

2. Find the center of the circle and slit it with a razor blade just long enough to slip the paper fastener through.

3. Cut two hands out of the black construction paper. Leaving a half an inch, slit holes in these also. Then fasten them on to the cardboard with the fastener.

4. Mark the numbers on the circle with a crayon. It might be easier to mark 6 and 12, and 3 and 9 first.

BOOK FOUR, Unit IX

Lesson 3

A. Aim of Lesson: To continue practicing the whole hours.

B. Visual Aids Needed: Individual clocks.
Review for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Ask children to set their clocks at various hours. Check to see that they are correct.

3. Play Guessing Game.

   Select a child to be IT. He takes his own clock to the front of the room. He sets it to a time without showing it to the class. He then asks the class "What time is it?" Individuals set their clocks to various times, raise their hands and when called on ask, "Is it three o'clock?", etc. The one who guesses correctly gets to be the next It. (You might split the class in two for this game so more children get a turn.)

4. Drill: (Teacher sets the hours on a clock.)

½ class	½ class
What time is it?	It's one o'clock.
"	five
	eight
	ten
	four
	twelve
	etc.

BOOK FOUR, Unit IX

Lesson 4

A. Aim of Lesson: To learn the half hours.

B. Visual Aids Needed: Pictures for narrative.
Clocks.

C. Procedure:

1. Present listening comprehension narrative and ask questions.

2. Set your clock at one thirty. Tell the children, "Maria was at the dock at one thirty." Show them that the long hand is now on six and the short hand half way between one and two. Have everyone set their clocks at one thirty.

3. Set your clock at four thirty and ask the students to do the same.

4. Ask individuals to set their clocks at various half hours. Have them go to the front of the room and ask other individuals, "What time is it?"

5. Drill: (Teacher sets the clock at whole and half hours.)

½ class	½ class
What time is it?	It's six thirty.
	five o'clock
	twelve o'clock
	two thirty

etc.

BOOK FOUR, Unit IX

Lesson 5

A. Aim of Lesson: To review whole and half hours.

B. Visual Aids Needed: Pictures for narrative.
Clocks.

C. Procedure:

1. Have students dramatize narrative.
2. Teach dialog:

Mother: Get up Maria.
Maria : What time is it?
Mother: It's 7:30. School starts at 8:00.
Maria : I'll be late.

3. Play guessing game with full and half hour (See lesson 3).
4. Assign each student a time to set his clock at. Have him tell what he's doing at that time.

ACHIEVEMENT TEST: BOOK FOUR, Unit IX

Structure to be tested: telling time

Items required:
1) Randomized list of students.
2) Large clock with movable hands.

Instructions:

Tell the students that you are going to call on them individually. You will set the hands of the clock and then the student called on will tell you what time it is.

For example:

Teacher: (sets large hand on 12, small hand on 7).
(calls on John)
What time is it, John?
John : It's 7 o'clock.
Teacher: (sets large hand on 6, small hand on 8).
(calls on Maria)
What time is it, Maria?
Maria : It's 8:30.
(It's eight-thirty.)

Note: Ask only for the exact hour or half-hour (not :15 or :45).

Scoring: Score each student 1 point for telling the correct time.

BOOK FOUR, Unit X

Listening Comprehension Narrative

Dakio's little brother, Ben, was very unhappy. Dakio was busy helping their father weed the garden. Their mother was busy cleaning the house. Ben didn't have anybody to play with. He didn't know what to do. He just sat and looked sad.

Dakio's friend, Tony, came by. He saw Ben and said, "What's the matter, Ben? Are you sick? You look very sad."

Ben said, "No, I'm not sick. I'd like to play but I don't have any friends to play with. I'd like to go swimming but I can't go alone. I'm too little."

Dakio and his father finished weeding the garden. Father asked Ben, "Would you like to go canoe riding? We're going fishing."

"Oh, yes. I'd like that," Ben said.

"But don't jump around in the canoe. It's dangerous," Dakio said.

Tony said, "I'd like to go, too. Can I go with you?"

"Yes," said Dakio. "But first, tell your mother where you are going."

Tony rushed home to tell his mother. He came back quickly. He was carrying a basket of fruit. He said, "My mother said I could go with you. She sent this fruit. Would you like to eat some?"

"I'd like an orange. But let's hurry and get in the canoe. We can eat then."

"Let's go," father called.

Dakio, Ben, and Tony jumped into the canoe. They all went fishing. Ben and Tony were very happy.

Structures previously taught: past tense

New for production: I'd like ___________.
Would you/he/she like ___________?
Yes, I would/No, I wouldn't.

New for recognition: She was busy cleaning the house.
My mother said I could go.

Suggested Comprehension questions:

1. Why was Ben unhappy?
2. What was his mother doing?
3. What were his father and Dakio doing?
4. What did Tony say when he saw Ben?
5. Why couldn't Ben go swimming?
6. Where were father and Dakio going?
7. What did Dakio tell Ben not to do in the canoe?
8. Why did Tony go home before they went fishing?
9. What was Tony carrying when he came back?
10. What did Ben want to eat?

Vocabulary for this Unit:

like
would
dangerous
fruit
wouldn't
weed
side
much
garden
sick
hunting
diving

BOOK FOUR, Unit X

Lesson 1

A. Aim of Lesson: To teach: I'd like ______________.

B. Visual Aids Needed: Pictures for narrative.
Pictures of various foods.
Action pictures.

C. Procedure:

1. Pronunciation Rhyme: /h/, /ø/, final /d/

   I raise my hands up in the air
   And I put them on my hair.
   I open my hands wide
   And drop them at my side.

2. Present listening comprehension narrative and ask questions.

3. Teach dialog:

   Tony: Why are you sad?

   Ben : I'd like to play but everyone's busy.

   Tony: I'd like to go swimming.

   Ben : I'd like to go swimming, too.

   (Children will tend to say "I like" instead of "I'd like." Listen carefully for the "d" sound.)

4. Drills:

   a. Response drill:

Teacher	Class
John wants to go fishing.	I'd like to go fishing, too.
Anita wants to sing a song.	I'd like to sing a song, too.
Tony wants to go swimming.	I'd like to go swimming, too.
Josefa wants to climb a tree.	I'd like to climb a tree, too.
Robert wants to eat lunch.	I'd like to eat lunch, too.
Ben wants to play hide-and-seek.	I'd like to play hide-and-seek, too.

   b. Cue with action pictures

   I'd like to run.
   swim
   sleep
   eat
   draw pictures
   read
   etc.

Lesson 1

c. Teacher: I'm thirsty.
Students: I'm thirsty.
A: I'd like to drink some water.
B: I'd like to drink a soda.
C: I'd like to drink some juice.
etc.
Teacher : I'm hungry.
Students: I'm hungry.
O: I'd like to eat some fish.
F: I'd like to eat some taro.
etc.

BOOK FOUR, Unit X

Lesson 2

A. Aim of Lesson: To teach: Yes, I would. No, I wouldn't.
Would you/he/she like __________?
To review: I'd __________________________.

B. Visual Aids Needed: Pictures for narrative.
Pictures of fruits.

C. Procedure:

1. Review pronunciation rhyme from Lesson 1.

2. Present listening comprehension narrative and ask questions.

3. Teach dialog:

Tony: Would you like to eat some fruit?

Ben : Yes. I'd like an orange.

Tony: Would you like an apple, too?

Ben : No. Not now.

4. Drills:

a.

½ class	½ class
Would you like an orange?	Yes, I would.
an apple	"
a banana	"
a watermelon	"
etc.	"

b.

½ class	½ class
Would you like some fruit?	No, I wouldn't.
rice	"
taro	"
yam	"
water	"
candy	"
chewing gum	"

c. Chain drill:
A: I would like to eat some candy.
What would you like to eat?
B: I'd like to eat a banana.
What would you like to eat?
C: I'd like to eat some fish.
What would you like to eat?
etc.

BOOK FOUR, Unit X

Lesson 3

A. Aim of Lesson: To continue teaching: Would you like to _____?
Yes, I would. No, I wouldn't.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Have selected children pantomime the story as you present it.

2. Teach dialog:

Father: Would you like to go fishing?
Ben : Yes, I'd like that very much.
Father: Would Tony like to go, too?
Ben : I'm sure he would.

3. Teach Song: (To the tune of "Have You Ever Seen a Lassie?")
Would you like to go fishing
Go fishing, Go fishing?
Would you like to go fishing
In my canoe?

4. Drills:

	½ class	½ class
a.	Would you like to go fishing?	Yes, I would.
	swimming	"
	riding	"
	hiking	"
	walking	"
	climbing	"
	hunting	"
	diving	"

b. Chain drill:
A: I'd like to go to Guam.
Would you?
B: Yes, I would. I'd like to go to Guam.
Would you?
C: No, I wouldn't. I'd like to go to Hawaii.
Would you?
D: No, I wouldn't. I'd like to go to Japan.
Would you?
etc.

c. Would Tony like to go fishing?
he
mother
riding
she
you
hiking
swimming
they
Ben
walking
fishing
father
he

BOOK FOUR, Unit X

Lesson 4

A. Aim of Lesson: To teach: What would you like to __________?

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Have children dramatize the narrative.
2. Teach dialog:

   Tony: What would you like to do?

   Ben : I want to play.

   Tony: What would you like to play?

   Ben : I'd like to play hide-and-seek.
3. Repeat pronunciation rhyme from lesson 1.
4. Sing song from lesson 3.
5. Drills:

   a.

½ class	½ class
What would you like to do?	I'd like to sleep.
play	etc.
eat	
drink	
see	

   b. Chain drill:

   A: I'd like to draw a boat.
   What would you like to do?
   B: I'd like to sing a song.
   What would you like to do?
   C: I'd like to write a letter.
   What would you like to do?
   D: I'd like to play baseball.
   What would you like to do?
   etc.

BOOK FOUR, Unit X

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review pronunciation rhyme from Lesson 1.

2. Ask the children what they would like to do on Saturday.
   (Chain drill)
   A: I'd like to go swimming.
   What would you like to do?
   B: I'd like to help my mother.
   What would you like to do?
   etc.

3. Guessing Game:

   Show children pictures of different things to eat. Then place them in a stack. Select one picture - do not show it to the class. Ask them, "What would I like to eat?"
   Have them raise their hands and when called on ask, "Would you like to eat an apple?" The response should be "Yes, I would," or "No, I wouldn't," according to the picture you are holding.
   The one who guesses right gets to select the next picture.

4. Have children dramatize the narrative.

5. Teach dialog:

   Tony: Would you like a balloon?

   Ben : Yes, I would.

   Tony: What color would you like?

   Ben : I'd like a yellow one.

6. If you can get candy of various colors, you could use the above dialog substituting candy for balloon.

ACHIEVEMENT TESTS: BOOK FOUR, Unit X

Test A

Structure to be tested: (Infinitive form)
Would you like to ____________?
Yes, I'd like to _____________.
No, I wouldn't.

Items required:
1) Randomized list of students.
2) Pictures of actions.

Instructions:

Tell the students that you are going to call on them individually. You will show the student a picture of an action and ask him, "Would you like to __________?" If you name the action in the picture, he is to answer, "Yes, I'd like to ________." If you name an action not in the picture, he is to answer, "No, I wouldn't."

Example:
Teacher: (holds up picture of someone swimming.)
Would you like to swim?
or, Would you like to go swimming?
Student: Yes, I'd like to swim.
Teacher: (holds up picture of someone drinking)
Would you like to eat some fish?
Student: No, I wouldn't.

Note: Be sure to give each child a chance to answer both positively and negatively.

Scoring:

Score each student 1 point for using "Yes, I would like to _________", and 1 point for, "No, I wouldn't." Therefore, each child can receive 2 possible points.

ACHIEVEMENT TESTS: BOOK FOUR, Unit X

Test B

Structure to be tested: (Direct object form)
Would you like a/an/some ____________?
Yes, I'd like ___________.
No, I wouldn't.

Items required
1) Randomized list of students.
2) Pictures of foods.

Instructions:

Tell the students that you are going to call on them individually. You will show the student a picture of a food, and ask him, "Would you like a/an/some _______?" If you name the food in the picture, he is to answer, "Yes, I'd like a/an/some _________." If you name a food not in the picture, he is to answer, "No, I wouldn't.

Examples:

Teacher: (holds up picture of a banana)
Would you like a banana, John?
John : Yes, I'd like a banana.
Teacher: (holds up picture of some rice)
Would you like some taro, Luci?
Luci : No, I wouldn't.

Note: Be sure to give each child a chance to answer both positively and negatively.

Scoring: Score each student 1 point for using "I would ________" and 1 point for using "I wouldn't," correctly. Therefore, each child can receive 2 points.

BOOK FOUR, Vocabulary

absent
aches
afraid
ate

beans
because
bee
boat
build
by

came
canoe
car
carabao
chasing
chocolate
church
cold
cucumbers

dangerous
didn't
diving
dock
dry

eggplants
eighth
excited

far
feed
fifth
fighting
following
fourth
fruit
full

garden
giggling

headstart
holiday
home
hop
house
how
hungry
hunting

jeep

Kapinga
kind
Kusaie

last
like
limes
limping

made
market
Mokil
move
much

naughty
next
ninth

o'clock
ordinal numbers(1-10, 20, 30)

packed
pancake
passengers
Pingelap
plane
plant
policeman
polite
present
puppies

rain
ran
rolling
row

says
seventh
ship
sick
side
sixth
slow
snail
spanking
step on
stop
sugar cane

summer

take
third
toad
together
tomorrow
truck
typhoon

vacation

warm
was
watermelon
weed
weren't
wet
why
woods
would
wouldn't

yesterday